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ABSTRACT

A report is given of a study conducted on the nature and extent of support that local school systems in Maryland currently provide to new teachers. The study had two components: a statewide survey and case studies of promising programs. The survey polled Associate or Assistant Superintendents of Instruction in 23 of Maryland's 24 county school systems and a sample of school-based and central office-based staff whom they identified as active in providing training or support to new teachers. The survey provided information about goals of the programs for new teachers, personnel involved in selected administrative tasks, the number and type of new teacher participants served, strategies for new teacher development used in these programs, program changes anticipated in the next year or two, and perceptions about their strengths and weaknesses. The case studies reviewed seven programs that represented promising approaches to new teacher development. The case studies also provided detailed information about various programmatic and administrative components of these programs, and suggested what made them work in their settings. (JD)

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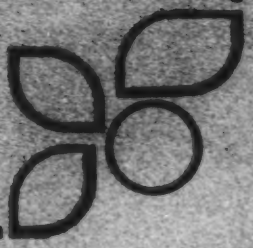
Current Practices in New Teacher Development in Maryland

1986-87



A Study Conducted for

MARYLAND STATE DEPARTMENT OF EDUCATION

STAFF DEVELOPMENT BRANCH

by

RESEARCH FOR BETTER SCHOOLS, INC.

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A C K N O W L E D G E M E N T S

The Current Practices in New Teacher Development in Maryland 1986-87 project benefitted from the help of many people. Some of their names are listed in the appendix. Those listed are the Maryland teachers, administrators, and others who acted as informants for the case studies in this report. Not listed are the numerous individuals who assisted in making the arrangements for interviews with those informants, and the more than 150 educational leaders in 23 of Maryland's local school systems who acted as respondents in our survey. All have been unfailingly gracious and cooperative.

I would like to acknowledge here a few individuals and groups whose contributions were particularly significant for development of the study and production of this report:

- Maryland educators have collaborated fully in this study of new teacher development. Dr. Richard Petre, Deputy Assistant State Superintendent in the Bureau of Educational Support and to Dr. Herman Behling, Jr., Assistant State Superintendent in the Division of Certification and Accreditation, launched the study and followed it throughout. They did this with the cooperation of the council of Associate/Assistant Superintendents/Directors of Instruction, a body that consists of representatives from all Maryland school systems. The council and its members exercised corporate and individual leadership in designating survey respondents, distributing and collecting questionnaires, and, in most cases, completing an appropriate questionnaire. Several members of this group, along with others who hold leadership positions in the Maryland State Department of Education, local school systems, teacher education institutions, and a teachers' association, also gave early guidance on study design.

- The contributions of Dr. Robby Champion, Staff Development Branch Chief in the Maryland State Department of Education, cannot adequately be enumerated, but have included guidance, suggestions, reactions, and legwork--whatever was needed. She has shown me what full partnership between our two agencies can mean and how rewarding it can be.

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Gail Meister
Research for Better Schools, Inc.

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Summary and Recommendations

This section summarizes study highlights and conclusions, and contains recommendations.

SUMMARY AND RECOMMENDATIONS

During the winter of 1987, Research for Better Schools conducted for the Maryland State Department of Education a study on the nature and extent of support that local school systems in Maryland currently provide to new teachers. The study had two components: a statewide survey and case studies of promising programs. The survey polled Associate or Assistant Superintendents of Instruction in 23 of Maryland's 24 county school systems and a sample of school-based and central office-based staff whom they identified as active in providing training or support to new teachers. The survey provided information about goals of programs for new teachers, personnel involved in selected administrative tasks, the number and type of new teacher participants served, strategies for new teacher development used in these programs, program changes anticipated in the next year or two, and perceptions about their strengths and weaknesses. The case studies reviewed seven programs that represented promising approaches to new teacher development. The case studies provided detailed information about various programmatic and administrative components of these programs, and suggested what made them work in their settings.

An assumption about new teachers seemed to underlie the programs described in the survey and case studies. This assumption states that, although new teachers arrive in school systems adequately prepared, they need continuing help. They need help just as all teachers need help to grow and develop. New teachers need help appropriate to their situations and to their stage of professional development. The school personnel whose programs are described in this report seem to have accepted responsibility to provide such help.

Highlights of Study Findings

Findings from the survey and case studies include the following.

- Although new teacher development was regarded as somewhat or very important by leaders in local school systems, few policy statements on the subject have been formulated.

- New teacher development programs in Maryland serve multiple goals. Those rated most important were improving new teachers' performance and promoting new teachers' job satisfaction.

- Maryland's programs use diverse resources to provide training or assistance to new teachers. Programs differ as to staff, staff training, and amounts of time and money used. Administrators often redirect existing resources to their new teacher development programs in inventive ways.

- The identity of personnel who perform administrative tasks is unpredictable. Programs differ as to who plans and evaluates them, who trains those who provide assistance to new teachers, and who develops and approves program budgets.

- In some programs, no one trains staff to work with new teachers, and no one evaluates program impact.

- The average number of participants in new teacher development programs varies greatly between school-based and central office-based programs. School-based programs are typically one tenth the size of central office-based programs.

- The new teachers whom these development programs serve include a variety of types. Teachers in their first year in the profession, for example, make up only about one third of program participants. Others are experienced teachers new to particular school systems, teachers returning from leave or retirement, teachers making a major assignment change within a school system, or teachers in their second year in the profession.

- Programs tend to use multiple strategies for new teacher development. The most commonly-used of 11 strategies that the study identified are:

  -- group orientation at a central location or at school sites

  -- opportunities to observe in other classrooms

  -- inservice courses, seminars, or workshops for new teachers

  -- assignment of buddy teachers or mentors

  -- intensive conferencing outside of routine supervisory conferences.

  Less commonly-used strategies for new teacher development are:

  -- demonstration of instructional or management techniques in new teachers' classrooms

  -- restriction of extra duties for new teachers

  -- use of individual professional development plans

  -- assignment of volunteers or instructional aides in new teachers' classrooms

  -- reduction in new teachers' workload by reducing the number of students, classes, or preparations.

- Programs for new teachers adapt to diverse and changing needs, but do so in various ways. Some programs exempt certain new teachers from participating. Some programs vary the amount of time or type of activity in which specific new teachers are required to participate. And some regulate over the course of a school year the amount of time or type of activity in which individual new teachers must participate. At the extreme, whole programs, especially school-based programs, are sometimes implemented or

discontinued in response to changes in the number and needs of new teachers.

- Overall, administrators anticipate adding to their programs for new teachers in the next two years. These expected additions typically refer either to increases in already functioning strategies, content, and personnel, or to the introduction of different strategies, content, and personnel. Generally, the strategies that administrators intend to add are those most commonly used.

- The strengths of new teacher development programs in Maryland, as identified by Associate Superintendents in the survey, included the use of specific strategies and/or personnel, and the commitment of local school systems. This point corresponds to a strength evidenced by programs described in the case studies: the leadership of school system or program staff. The administrative initiative and imagination that these leaders showed in envisioning and implementing these promising programs seemed an important element in their success.

- Current weaknesses of new teacher development programs in Maryland, as identified by Associate Superintendents in the survey, included shortages of funding and staff, lack of systematic planning or coordination among staff who worked with new teachers, and various difficulties in applying strategies for new teacher development to appropriate participants at appropriate times. The case studies document some of the ways these difficulties can be overcome.

Recommendations

Study findings about programs for new teachers suggest recommendations for action by state and local policymakers and practitioners. These recommendations reflect areas of strength in programs that are described in this report as well as areas that these programs have not yet fully explored. The recommendations are in accord with those identified in the companion report to this one, Perspectives on Teachers Induction: A Review of the Literature and Promising Program Models, by the Maryland State Department of Education and Research for Better Schools, Inc.

- Clarify goals for new teacher development programs. The study showed that different sponsors emphasize different goals for new teacher programs and that individual programs can address multiple goals simultaneously. Conversely, individual strategies can addresss diverse goals. Therefore, clarification and selection of goals for new teacher programs are necessary.

- Adapt to local conditions. The case studies provide repeated examples of administrators who proved themselves willing to experiment in creating appropriate programs for new teachers. The

flexible programs they created took account of changing needs of individuals and changing conditions within schools and/or school systems.

- Make full use of available resources. The case studies also describe administrators who found ingenious ways of using of what resources were already available to furnish what was needed by their new teachers. The resulting programs were unique in their particular combinations of budget, time, staff, staff training, materials, and facilities.

- Select from the full range of strategies for new teacher development. The new teacher programs in Maryland that this report describes typically use a limited range of strategies for providing assistance to new teachers. However, other strategies that are relatively untried are believed also to be effective for developing new teachers, especially those who are new to the profession. Such strategies would include reducing new teachers' workload by reducing their number of students, classes, or preparations, and other means of insuring that new teachers' working conditions--their school assignments, teaching assignments, room assignments, and their schedule--facilitate rather than impede their success.

- Provide training for trainers of new teachers. Survey results suggest that, in some programs, there is no training of local staff who provide support to new teachers

- Evaluate new teacher programs. Survey results suggest that, in some programs, there is no evaluation of the impact of new teacher development programs.

Introduction

This section contains information about the background of the study, study questions, and the organization of this report.

INTRODUCTION

The support and assessment of beginning and other new teachers has been a central issue in Maryland at least since 1982. At that time, the Commission on Quality Teaching, constituted by the Maryland State Board of Education, recommended establishment of a statewide program to address the issue. By June, 1984, the State Superintendent of Schools, in conjunction with the Division of Certification and Accreditation in the Maryland State Department of Education (MSDE), had undertaken a number of actions in response to various Commission recommendations. Among these was inception of Phase I of the Maryland Beginning Teacher Program began in 1984, an initiative that included work by the Beginning Teacher Assessment and Development Committee and technical assistance by Research for Better Schools, Inc. (RBS).

In spring, 1986, MSDE asked RBS to review the literature on teacher induction, to profile programs of national note, and to describe current Maryland practices in new teacher development. A document, Perspectives on Teacher Induction: A Review of the Literature and Promising Program Models, was prepared by RBS and MSDE in April, 1987, to address two of MSDE's three requests for information about teacher induction. This report, Current Practices in New Teacher Development in Maryland, address the third of MSDE's requests for information about teacher induction.

Phase I of the Maryland Beginning Teacher initiative concluded in summer, 1987, and Phase II began. Under the direction of the Staff Development Branch of MSDE's Division of Certification and Accreditation, Phase II will make use of the two reports produced in cooperation with RBS in its activities to promote new teacher development throughout the State.

This report is based on a study that was designed and conducted by RBS and the Staff Development Branch of MSDE. The study was announced by Maryland's State Superintendent of Schools to local superintendents in August, 1986. Background interviews with a cross section of educational leaders in Maryland to gain their views of study questions and methodology were conducted from August to October, 1986. A collaborative effort, the study was also guided by Maryland's council of LEA Associate Superintendents/Assistant Superintendents/Directors of Instruction, convened by the Deputy Assistant State Superintendent. Twenty-three of Maryland's 24 county school systems participated.

The study used the terms teacher induction and new teacher development interchangeably. New teacher development programs were defined as activities or component experiences that provide support and assistance to new teachers. The definition of new teachers included teachers new to the profession and other new teachers, such as those new to a specific local school system, new to an assignment, or newly returned from leave or retirement.

To collect data about induction practices statewide and about selected promising approaches, RBS used survey and case methodologies. The survey collected information about a range of programs for new teacher

development in local school systems. Information was gathered from three groups of respondents: Associate Superintendents, Assistant Superintendents, or Directors of Instruction; school-based personnel; and central office-based staff. The case portion of the study collected detailed information about seven programs in local school systems that represented various promising approaches to new teacher development. These programs included those administered by building-level staff at elementary and secondary schools, as well as programs administered by various central office personnel.

The remainder of this report is divided into three main sections:

- Survey. The Survey section contains an overview of survey methodology and highlights of survey findings, separate accounts of detailed findings for systemwide respondents, school-based respondents, and central office-based respondents, and a comparision of central office and school-based findings.

- Cases. The Cases section consists of an overview of case methodology and highlights from the case studies, followed by the seven case studies themselves.

- Appendices. The appendices contain a list of abbreviations and explanations of the 11 identified strategies for new teacher development used throughout this report, and acknowledgement of case study informants.

Survey

This section contains an overview of survey methodology and highlights of survey findings.

SURVEY OVERVIEW

The purpose of the survey was to ascertain current new teacher development practices in Maryland's local school systems. Specifically, the objective was to determine the range and type of programs available to new teachers, along with selected details about their operation. Accordingly, questionnaires were distributed to three groups in each of 23 county school systems in Maryland. The three groups were: Associate or Assistant Superintendents or Directors of Instruction; school-based personnel; and central office-based staff. Details about survey sample and method are discussed below. Highlights of survey findings follow that discussion.

Sample

The survey findings that are contained in this report are based on usable questionnaire data received from 22 Associate Superintendents, 80 school-based personnel, and 51 central office staff, for a total of 153 respondents in all. For convenience, this report refers to the first group as systemwide respondents or as Associate Superintendents, and to school-based respondents as principals. Table 1 lists the number and type of respondent by county.

Associate Superintendents of Instruction designated school-based and central office-based respondents on the basis of their known or presumed activity on behalf of new teachers. In addition, at least one school-based respondent in each school system was selected because that respondent's school had the system's largest concentration of new teachers in 1985-86 or 1986-87. School-based respondents were also distributed over elementary and secondary levels.

With two exceptions, school-based respondents were building principals. The other two school-based respondents were an assistant principal and an administrative assistant. Central office-based respondents represented a variety of job titles and roles, including two who were affiliated with institutions of higher education.

Method

In January, 1987, phone contact was made with an Associate Superintendent in each participating school system. At that time, they designated respondents. Questionnaires for all respondents were mailed to Associate

TABLE 1: SURVEY RESPONDENTS BY COUNTY AND JOB CATEGORY

County	Associate/ Assistant Superintendent of Instruction N=22	Selected Building-Level Administrators N=80			Selected Central Office Administrative/ Supervisory Staff N=51	Total N=153
		Elementary N=35	Middle[a] N=25	High[b] N=20		
Allegany	0	2	1	0	3	6
Anne Arundel	1	4	2	2	6	15
Baltimore County	1	1	1	0	5	8
Calvert	1	1	2	0	2	6
Caroline	1	1	1	1	1	5
Carroll	1	1	1	1	2	6
Cecil	1	2	1	0	1	5
Charles	0	0	1	1	2	4
Dorchester	1	1	1	1	1	5
Frederick	1	1	2	1	3	8
Garrett	1	0	1	1	2	5
Harford	2	2	1	1	2	8
Howard	1	2	1	1	4	9
Kent	1	1	1	1	1	5
Montgomery	1	4	1	1	5	12
Prince George's	0	0	0	0	0	0
Queen Anne's	1	1	1	1	1	5
St. Mary's	1	2	0	1	1	5
Somerset	1	1	1	1	1	5
Talbot	1	2	1	0	2	6
Washington	1	1	1	2	1	6
Wicomico	1	1	1	1	1	5
Worcester	1	1	1	1	2	6
Baltimore City	1	3	1	1	2	8

a = Includes middle and junior high schools
b = Includes one combined junior and senior high school

Superintendents in early February, 1987. They distributed them to designated respondents, and collected and returned them to RBS by early March, 1987.

Associate Superintendents completed a questionnaire containing 16 close-ended and open-ended items that elicited descriptive information about their systemwide programs for new teachers and evaluative information about their school systems' overall new teacher development efforts. Specifically, items treated information about:

- perceived importance of new teacher development and the nature of policy statements related to it
- distribution of personnel responsible for performing specific administrative tasks related to new teacher programs
- frequency of inclusion of 11 strategies for new teacher development in systemwide new teacher development programs
- recently executed and currently anticipated changes in those programs
- new teacher development program budgets
- perceived effectiveness of school systems' overall new teacher development programs on eight possible goals
- strengths and weaknesses of their school systems' overall new teacher development programs
- useful assistance that the Maryland State Department of Education (MSDE) could supply to further local new teacher development efforts.

School-based and central office-based respondents completed questionnaires of 14 closed-ended and open-ended items that elicited descriptive and evaluative information about new teacher development programs for which these respondents were responsible. The questionnaires for these two groups were identical except for a minor wording change that made the specification of one of the 11 new teacher development strategies appropriate for each group. Specifically, the questionnaires elicited information about:

- frequency of inclusion and descriptions of 11 strategies for new teacher development in respondents' new teacher programs
- number and type of new teacher participants, and the basis on which respondents selected them to participate in their new teacher programs
- distribution of personnel responsible for performing specific administrative tasks related to these programs

- new teacher development program budgets
- perceived importance of eight possible goals and perceived effectiveness of their new teacher development programs in accomplishing these goals
- helpfulness of six possible methods for evaluating the effectiveness of new teacher programs
- anticipated change in these programs.

All respondents were asked to append relevant documents to their questionnaires.

Data entry and analysis took place from March to July, 1987. RBS coded all data and analyzed open-ended items. MSDE's Office of Management Information Systems entered data from close-ended items and analyzed them using SPSS.

Highlights of Survey Findings

Briefly, the survey of Associate Superintendents of Instruction, principals, and central office-based staff in Maryland brought out the following points:

- Policy. While Associate Superintendents regarded new teacher development as very important, they perceived that colleagues in their school systems and their local boards of education regarded it as somewhat less important. None could point to formal policy statements about new teacher development in their school systems, and only a few indicated that their school systems used other sorts of documents to guide their efforts in behalf of new teachers.
- Goals. The goals of improving teaching performance and promoting new teachers' job satisfaction were considered among the most important for their new teacher development programs by principals and central office staff. To assist in attracting new teachers was considered among the least important goals. Principals and central office staff disagreed about the relative importance in their respective new teacher programs of communicating school policies and procedures, and providing information about the school and community. Both these goals were fairly important to principals, but less so to central office staff.
- Administration. The distribution of personnel responsible for performing specific administrative tasks related to new teacher development was reported by Associate Superintendents, principals, and central office-based staff. Associate Superintendents and central office staff reported greater reliance on central office staff than on school-based staff in systemwide and central office programs. In parallel fashion, principals reported greater reliance on school-based staff in their programs. However, Associate Superintendents

reported a small role for school-based staff in overall responsibility for new teacher development in local school systems.

Some proportion of respondents in each category agreed, however, on the fact that no one approved budgets for their new teacher programs, no one trained those who provided training or assistance to new teachers, and no one evaluated their new teacher development programs.

- Budget. Associate Superintendents generally reported that the size of their budgets for substitutes to release new teachers for participation in development activities could not be determined. Two fifths, though, reported that new teachers received extra pay to participate in their new teacher development programs. About one fifth paid experienced teachers extra to work with new teachers.

- Participants. Principals reported the average number of new teacher participants in their programs was six; for central office, the average number of new teacher participants was 63. However, both these groups of respondents described their programs as serving a variety of types of new teachers, only about one third of whom were in their first year of teaching. The remainder were new to the profession in their second year, new to a particular school system but experienced elsewhere, newly returning from leave or retirement, or taking up a substantially new assignment.

  On the whole, principals required new teachers to participate in their programs more often than did central office staff, although portions of both groups made some components of their programs mandatory and some optional or invitational.

- Strategies. Similarities in the frequency with which respondents included 11 strategies for new teacher development in their programs emerged across all respondent groups. For example, Associate Superintendents, principals, and central office staff reported incorporating from three to six of the 11 strategies listed in the questionnaires, on average. The most popular of these was group orientation. One third or more of each group also reported inclusion of another five strategies: opportunities for new teachers to observe in other classrooms; intensive conferencing with new teachers; inservice courses, seminars, or workshops; assignment of buddy teachers or mentors; and demonstration of instructional techniques in new teachers' classrooms. The remaining strategies were reported by less than one third of the respondents. These included use of a professional development plan; restriction on new teachers' extra responsibilities; videotape analysis of new teachers' classroom performance; assignment of volunteers or aides to new teachers' classrooms. Reduction in new teachers' workload was consistently ranked by all three respondent groups as least popular or next to least popular among the 11 strategies.

- Anticipated change. Most respondents in each group reported their intention to change some aspect of their new teacher development programs within the next year or two. Although the changes they anticipated making were fairly diverse, almost all involved addition by either introducing something new or increasing elements already present in those programs. Most anticipated change that respondents described involved those strategies that respondents overall had reported using most frequently, such as assignment of buddy teachers, opportunities to observe, or inservice courses, seminars, or workshops for new teachers.

- Perceived strengths and weaknesses. Associate Superintendents identified two or three each of major strengths and weaknesses that they perceived in their school systems' overall efforts to assist new teachers. Strengths they generally cited included the use of various specific strategies and/or personnel in carrying out strategies for the development of new teachers. As for personnel, these respondents underscored the quality or commitment of staff in specific job roles, as well as to school systems' commitment to work with new teachers. The weaknesses that Associate Superintendents identified in their systems' overall efforts for new teachers included shortages of funding or shortages of appropriate staff. Examples of other areas of identified weakness included the lack of systematic planning or coordination, difficulties in differentiating the use of specific strategies for beginning and experienced new teachers, and difficulties in scheduling assistance for new teachers appropriately.

Detailed accounts of survey responses from Associate Superintendents of Instruction, principals, and central office staff, and contrasts between central office and school-based respondents, are presented in the four sections that follow.

SYSTEMWIDE RESPONDENTS

Twenty-two respondents from 21 Maryland school systems completed questionnaires about systemwide development programs for new teachers. These respondents were members of the LEA Associate/Assistant Superintendents/Directors of Instruction council that is convened at the Maryland State Department of Education. Although not all held the title of Associate Superintendent, this study used that terminology for convenience. As shown in Table 1 (page 8), the number of Associate Superintendents of Instruction from each of the study's 23 participating local school systems ranged from 0 to 2. These respondents completed a 16-item questionnaire that elicited descriptive and evaluative information about the systemwide and overall new teacher development programs that their school systems had sponsored in 1986-87.

This section presents information provided by these Associate Superintendents of Instruction on the following topics:

- policy, respondents' perceptions of the importance of new teacher development to themselves and other local educational leaders
- administration, the distribution of personnel responsible for performing five administrative tasks related to new teacher development
- budget, the amounts paid to new and experienced teachers, and funds available for substitutes in relation to programs for new teachers
- strategies, the frequency with which 11 strategies for new teacher development were included in their programs
- anticipated change, major changes that these respondents intended to make in their new teacher development programs in the next year or two
- perceptions of strengths and weaknesses, discussion of the two or three major strengths and weaknesses that respondents identified in their school systems' overall new teacher development efforts.

Policy

Associate Superintendents in Maryland rated the importance of the issue of new teacher development to themselves, to their school systems as a whole, and to their local boards of education.

- The issue was very important to 95% of the Associate Superintendents and somewhat important to 5%.

- Four out of five (81%) perceived that their local school systems on the whole also considered the issue very important. The remainder (19%) judged that their local systems found it somewhat important.

- Two thirds of Associate Superintendents perceived that their local boards of education regarded new teacher development as very important, while the remaining one third estimated that it was somewhat important to their local boards.

Overall then, Associate Superintendents of Instruction in Maryland ranked the priority of new teacher development as highest for themselves, slightly lower for their colleagues, and lower still for their boards of education.

Only one quarter of Associate Superintendents reported that a policy statement of any kind about new teacher development existed in their school systems. These statements most often (80%) appeared as memoranda or announcements, rather than as negotiated agreements or as board resolutions.

Administration

Table 2 shows the distribution of personnel whom Associate Superintendents of Instruction described as involved in performing five administrative tasks related to their systemwide new teacher development programs. Respondents listed up to seven different job roles that had some responsibility for each task. The four categories shown on the table represent 20 job roles in all; the fifth category, "Not Applicable," was selected by Associate Superintendents to convey that a particular administrative task did not apply to their programs or that no one performed it.

- Associate Superintendents reported that over four fifths (83%) of those who had overall responsibility for systemwide new teacher development programs were themselves or various central office staff, and an additional tenth were school-based staff. Two respondents stated that this item did not apply to their programs. In other words, no one was charged with overall responsibility for new teacher development in these two cases.

- According to Associate Superintendents, superintendent-level staff and local Boards of Education accounted for most (85%) of those who had authority to approve budgets for systemwide new teacher development programs. Two respondents indicated that this item did not apply to their programs. This may mean that no budget is allocated for systemwide new teacher development in their school systems.

- Associate Superintendents reported that over three fifths (62%) of those who conducted systemwide needs assessments for new teachers were central office personnel, and a quarter (24%) were school-based staff. Two respondents indicated that this task was not performed in their school systems.

TABLE 2: DISTRIBUTION OF PERSONNEL RESPONSIBLE FOR FIVE ADMINISTRATIVE TASKS AS IDENTIFIED BY SYSTEMWIDE RESPONDENTS (N=22)

	LEA Leaders[a]		Building-Level Personnel[b]		Central Office-Based Personnel[c]		Other[d]		Not Applicable[e]		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
Overall responsibility for systemwide new teacher development	9	31%	3	10%	15	52%	0	0%	2	7%	29	100%
Budget approval for systemwide new teacher development	23	85%	0	0%	1	4%	1	4%	2	7%	27	100%
Conduct of systemwide needs assessment for new teachers	3	9%	8	24%	21	62%	0	0%	2	6%	34	100%
Training of those who train and/or provide support to new teachers systemwide	5	14%	2	5%	18	49%	6	16%	6	16%	37	100%
Evaluation of systemwide new teacher development programs	6	13%	12	27%	23	51%	1	2%	3	7%	45	100%

NOTE: Respondents could name up to seven job roles for each administrative task.

[a] Associate/Assistant Superintendent, Superintendent, Board of Education

[b] Principal, Assistant Principal, Department Chair, Experienced Teacher, New Teacher

[c] Supervisor, Director of Personnel, Staff Developer, Coordinator, Director, Resource Teacher, Administrative and Supervisory Staff

[d] Maryland State Department of Education, University personnel, Staff development committee, external consultant, unspecified other

[e] No one or not applicable

- Almost half (49%) the personnel whom Associate Superintendents named as responsible for training those who trained or provided assistance to new teachers were central office staff. Those classified as others--that is, consultants external to a school system--made up one sixth (16%) of the trainers of trainers in systemwide programs, and Associate Superintendents themselves made up another seventh. Six respondents indicated that no one performed this task for systemwide new teacher development programs in their school systems.

- Associate Superintendents reported that just over half (51%) of those who evaluated their systemwide programs for new teachers were central office staff, and just over a quarter (27%) were school-based staff. Three respondents indicated that this item did not apply to their systemwide programs.

Associate Superintendents of Instruction in our survey pointed to different personnel for different administrative tasks relating to the systemwide programs that they sponsored for new teachers. Although, as might be expected, central office staff were most often involved in administrative tasks for systemwide programs, school-based staff were also involved. School-based staff were involved in conducting needs assessments, evaluating systemwide programs, and, to a lesser extent, in taking overall responsibility for systemwide programs. In contrast, school-based staff were not involved at all in making budget decisions about these systemwide programs.

Although all respondents reported that their school systems indeed sponsored programs for new teachers, some respondents indicated that particular administrative tasks related to them did not apply to their programs. The task reported by close to one third of respondents as left undone was training those who themselves trained or provided support to new teachers. Where that task was performed, a third of Associate Superintendents of Instruction reported that those outside the school system played a role in carrying it out.

Budget

Associate Superintendents of Instruction were asked about stipends for new and experienced teachers, and about the amount allocated for substitutes in connection with their systemwide new teacher development programs. Most respondents (82%) stated that they could not determine an amount spent for new teachers' substitutes. As to stipends or extra benefits paid to new and experienced teachers, however, all were explicit.

- Under half (41%) paid new teachers extra to participate in some aspect of their systemwide development programs. Those who paid new teachers extra did so at an average rate of $67 for a 7.5 hour day.

- Only four respondents (18%) indicated that experienced teachers who helped with their systemwide new teacher development activities were paid extra. Note that this could mean that only a small

number of systemwide programs used the help of experienced teachers. According to these respondents who replied affirmatively to this item, experienced teachers received $130 for a 7.5 hour day of work with new teachers.

Strategies

The questionnaire listed 11 strategies that could be components of new teacher development programs. Associate Superintendents of Instruction reported that their systemwide programs included from two to eight of these strategies each, for an average of about six strategies per program. Table 3 shows the frequency with which Associate Superintendents reported that each strategy was a part of their systemwide new teacher development programs.

- The most commonly reported strategy in systemwide new teacher development programs was group orientation (96%) in a central location or at school sites. Offering new teachers opportunities to observe in other classrooms (91%) and providing inservice courses, seminars, or workshops specifically for new teachers (86%) were almost equally popular.

- About three quarters of Associate Superintendents of Instruction stated that their systemwide programs included the assignment of buddy teachers or mentors (77%) and the demonstration of instructional or management techniques in new teachers' classrooms (73%).

- Over half of the respondents (59%) reported intensive conferencing--that is, conferences in addition to routine supervisory conferences--to be a component of their systemwide new teacher development programs.

- About one third (32%) included use of individual professional development plans in their systemwide programs for new teachers.

- Infrequently reported strategies in systemwide new teacher development programs included restriction of extra responsibilities such as supervision of student activities or yard duty for new teachers, use of videotape analysis of new teachers' classroom performance, and assignment of instructional aides or volunteers to new teachers' classrooms (each 14%). Not reported by any Associate Superintendent of Instruction as part of a systemwide program was the strategy that reduced the workload of new teachers by assigning them smaller or fewer classes, or fewer class preparations.

Anticipated Change

Most Associate Superintendents (81%) described major changes in their approach to or implementation of new teacher development that they anticipated their school systems to make in the next year or two.

- Just under half of these respondents (44%) contemplated adding strategies to their new teacher development programs or altering the

TABLE 3: STRATEGIES FOR NEW TEACHER DEVELOPMENT REPORTED BY SYSTEMWIDE RESPONDENTS

STRATEGIES	N=22	%	RANK
ORIENTATION	21	96%	1
OBSERVATION	20	91%	2
INSERVICE	19	86%	3
BUDDY	17	77%	4
DEMONSTRATION	16	73%	5
CONFERENCING	13	59%	6
PLAN	7	32%	7
RESTRICTION	3	14%	8
VIDEO	3	14%	9
VOLUNTEER/AIDE	3	14%	10
WORKLOAD	0	0%	11

content or scheduling of these activities. The strategies that they targeted varied, and included adding a school-based support system, reducing new teachers' workloads, and increasing mentoring relationships. Reported content and scheduling changes dealt with expanding the number of meetings for new teachers and/or the number of topics to be covered in those meetings.

- About one fifth of those reporting anticipated changes specified staff (22%) or participants (17%) as their intended targets for change. Among staff, supervisors, principals, department chairs, and an unspecified school-based person were cited as those whom Associate Superintendents identified to take on additional responsibilities vis-a-vis new teacher programs. Participant changes included respondents' readiness to increase the number of participants served in new teacher development programs, or their intention to select for special emphasis specific new teachers, such as those at the middle school level or those experienced elsewhere.

- Only or two Associate Superintendents of Instruction each expected to change such aspects of their systems' new teacher development programs as training staff, coordinating staff efforts, and stressing the importance of new teacher development through budget increases or development of a comprehensive staff development handbook.

Perceptions of Strengths and Weaknesses

Associate Superintendents were asked to identify two or three major strengths and two or three major weaknesses that characterized their systems' overall new teacher development programs. All but two respondents provided judgments about the strengths of new teacher development efforts in their school systems.

- A strength noted by almost half (46%) of respondents was the use of particular strategies or the availability of certain facilities for new teachers. The specific components that respondents considered to be strengths varied, however, and included inservice sessions during the school year that followed up orientation, a buddy system, and a center where new teachers could construct classroom materials.

- About a third of respondents each identified as strengths the use and quality of particular personnel (32%), their manifest commitment or that of the school system to support new teachers (27%), and the achievement of specific outcomes (27%). Examples of achieved outcomes were "professional growth for both experienced and new teachers," reduced pressure on new teachers, and timely delivery of information about curriculum and resources.

- About one fifth of respondents each held up as strengths the smooth coordination and communication among staff who helped new teachers (18%); and the flexibility that systemwide programs demonstrated (18%). As respondents described it, this flexibility had to do either with the variety of assistance that was available or with the way that assistance could be individualized for new teachers.

Another one seventh of respondents cited as a strength the forum that new teacher development programs had created for enunciating systemwide priorities and expectations.

All but two Associate Superintendents of Instruction reported their judgments about the weaknesses they perceived in their systems' new teacher development programs. One of these also could not identify program strengths at this time.

- About a third of respondents each cited as weaknesses in their programs shortages of staff (32%) or shortages of money (27%). Staff shortages referred either to the lack of available personnel or to the lack of adequately qualified personnel. Some specified that they lacked money to support staff training or to pay new teachers extra for participating in development programs.

- Under one fifth of respondents each mentioned weaknesses that stemmed from lack of systematic planning (18%), from lack of time to devote to work with new teachers (18%), or from lack of commitment on the part of staff or lack of interest on the part of new teachers (14%). In addition, respondents also discussed problems they had experienced in using particular strategies (18%) or in scheduling them appropriately (14%). Examples of the former problem include the lack of differentiation between programs for teachers new to the profession and experienced teachers new to a school system, and the lack of follow-up to certain activities already in place.

- Finally, under one tenth of respondents each perceived as weaknesses the difficulty of new teachers' teaching assignments (9%), the excessive formality of their programs (5%), or their system's inexperience in mounting such programs (5%).

As Associate Superintendents of Instruction considered their systems' programs for new teachers overall, their assessments of strengths and weaknesses focused on several common areas. These included the nature of activities they offered; the availability, quality and commitment of staff; and the quality of planning and coordination behind these programs. In these areas, satisfactory functioning represented a strength to be maintained, and unsatisfactory functioning represented a weakness to be improved.

SCHOOL-BASED RESPONDENTS

School-based respondents were selected by Associate Superintendents of Instruction on the basis of three criteria:

1) respondents were known or presumed to be active in providing training or support for new teachers;

2) at least one respondent's school in each participating local school system had the greatest concentration of new teachers in 1985-86 or in 1986-87;

3) the sample from each local school system included both elementary and secondary school administrators.

As shown in Table 1 (page 8), respondents included from two to eight building-level administrators from each participating school system, for a total of 80 from 23 local school systems in Maryland. With two exceptions, these respondents were principals of elementary, middle, junior high, or high schools*. The two exceptions consisted of other high school administrative personnel, one assistant principal and one administrative assistant, who completed questionnaires. For convenience, this report refers to this entire group of survey respondents as principals.

The principals' questionnaire contained 14 items that referred to development programs for new teachers in 1986-87 for which these administrators had primary responsibility. This section presents information provided by principals in the following areas:

- goals, the relative importance of eight possible goals for their new teacher development programs
- administration, the distribution of personnel responsible for performing four administrative tasks related to new teacher development
- participants, the number of participants per program and the basis on which they were selected to participate
- strategies, the frequency with which 11 strategies for new teacher development were included in their programs
- anticipated change, major changes in their new teacher programs that these respondents intended to make in the next year or two.

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*The report refers to middle and junior high schools as middle schools. One combined junior and senior high school was coded as a high school.

Goals

Principals rated the relative importance of each of eight possible goals to their programs for new teachers. Each goal could be scored as not applicable, not important, somewhat important, or very important. Table 4 lists these goals in order from highest to lowest mean importance.

- Eighty-five per cent or more of principals rated three goals as very important: to improve teaching performance (91%), to communicate school policies and procedures (88%), and to promote new teachers' job satisfaction (85%).

- From three fifths to three quarters of principals rated four goals as very important: to train on specific curricula, instructional methods, or interpersonal techniques (73%); to provide new teachers with materials and resources (71%); to provide new teachers with information about the school and community (63%); and to increase teacher retention (60%).

- In contrast to all other goals listed, only about one quarter of principals in our survey (26%) rated the possible goal of assisting in teacher recruitment as very important to their new teacher development effort.

On average, principals rated all eight possible goals between somewhat and very important. Analysis of variance revealed a statistically significant difference among principals by school level only on one: the importance of training on specific curricula, instructional methods, or interpersonal techniques. This difference could be traced to the relatively small number of high school principals (40%) who rated this possible goal as very important, in contrast to elementary and middle school principals (83% and 84%, respectively).

Administration

Table 5 shows the distribution of personnel responsible for four administrative tasks that were associated with principals' new teacher development programs. Principals listed up to seven different job roles whose incumbents they had involved in each administrative task. The four job categories shown on Table 5 represent a total of 20 job roles; the fifth category, "Not Applicable," was selected by principals to indicate that a particular task did not apply to their programs or that no one performed it.

- Over half (54%) of those who planned principals' new teacher development programs were school-based staff that included department heads, experienced teachers and a new teacher. Another two fifths (41%) were various central office personnel, with the greatest number accounted for by supervisors and staff developers.

- Principals reported that almost two fifths (39%) of those who approved budgets for their new teacher programs were superintendent-level personnel or their local boards of education. Another

TABLE 4: SCHOOL-BASED RESPONDENTS' PERCEPTIONS OF GOALS' IMPORTANCE FOR NEW TEACHER DEVELOPMENT (N=80)

	Not Important (1)		Somewhat Important (2)		Very Important (3)		No Answer/ Not Applicable (0)		MEAN	RANK
	N	%	N	%	N	%	N	%		
GOALS:										
o Improve teaching performance	0	0%	4	5%	73	91%	3	4%	2.96	1
o Promote job satisfaction	1	1%	9	11%	68	85%	2	3%	2.88	2
o Communicate school policies and procedures	1	1%	7	9%	70	88%	2	3%	2.85	3
o Train on specific curricula,* instructional methods or interpersonal techniques	2	3%	17	21%	58	73%	3	4%	2.76	4
o Provide materials and resources	1	1%	19	24%	57	71%	3	4%	2.72	5
o Increase teacher retention	4	5%	22	28%	48	60%	6	8%	2.61	6
o Provide information about the school and community	2	3%	25	31%	50	63%	3	4%	2.58	7
o Assist in teacher recruitment	7	9%	27	33%	21	26%	25	31%	2.26	8

*Analysis of variance showed significant difference (p .001) among elementary, middle and high schools.

TABLE 5: DISTRIBUTION OF PERSONNEL RESPONSIBLE FOR FOUR ADMINISTRATIVE TASKS AS IDENTIFIED BY SCHOOL-BASED RESPONDENTS (N=80)*

	LEA Leaders[a]		Building-Level Personnel[b]		Central Office-Based Personnel[c]		Other[d]		Not Applicable[e]		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
Planning of school-based new teacher development programs	6	4%	79	54%	60	41%	2	1%	0	0%	147	100%
Budget approval for school-based new teacher development programs	35	39%	9	10%	18	20%	1	1%	28	31%	91	100%
Training of those who train and/or provide support to new teachers in school-based programs	3	2%	42	34%	53	43%	12	10%	14	11%	124	100%
Evaluation of school-based new teacher development programs	15	12%	64	50%	38	29%	4	3%	7	6%	128	100%

*Respondents could name up to seven job roles for each administrative task.

[a] Associate/Assistant Superintendent, Superintendent, Board of Education

[b] Principal, Assistant Principal, Department Chair, Experienced Teacher, New Teacher

[c] Supervisor, Director of Personnel, Staff Developer, Coordinator, Director, Resource Teacher, Administrative and Supervisory Staff

[d] Maryland State Department of Education, University personnel, Staff development committee, external consultant, unspecified other

[e] No one or not applicable

one fifth were central office staff, such as directors of personnel and staff developers. Principals themselves accounted for only 10% of those who approved budgets for their programs. At the same time, 28 principals indicated that this item did not apply to their programs. This could mean that these principals' programs incurred no costs which required a formal budget, or that no one was empowered to approve school-site budgets for this purpose.

- According to principals, about two fifths (43%) of those who trained the people who provided training or assistance to new teachers in their programs were central office staff, and about a third (34%) were school-based staff, including department heads (3%) and experienced teachers (5%) within that total. Those classified as others--all external consultants except for one --accounted for an additional 10% of trainers of the trainers. Fourteen principals reported that this item did not apply to their programs.

- Half of those who evaluated principals' new teacher programs were school-based staff, a number that included new teachers themselves as 6% of all those involved in evaluation. Various central office staff composed close to a third (29%) of evaluators of principals' programs. Among the few (3%) classified as others involved in evaluating principals' new teacher programs were external consultants and a staff development committee. Seven principals indicated that no one performed this task for their programs.

Principals also rated how helpful they found six possible methods for collecting information about the effectiveness of their new teacher development programs. About three fourths of the principals indicated that observing changes in new teachers' classroom performance, receiving informal feedback from new teachers, and holding focused conferences with them were very helpful methods. About half found former participants' feedback very helpful. In contrast, principals generally rated as not helpful new teachers' written comments, either related to development programs or related to other materials which principals could review to assess change.

Principals in our survey delegated responsibility for various administrative chores associated with their new teacher programs to various personnel, and occasionally included those outside their local school systems. Most principals involved school-based staff in planning and evaluating their programs, although few retained budget authority over them. External consultants were brought in especially to help train those who trained or provided support to new teachers. Yet a number of principals reported that some administrative tasks related to their new teacher development programs--most notably, budget approval and, to a lesser degree, training of trainers and program evaluation--were simply not performed.

Participants

Principals provided information about the number and type of new teachers who participated in their development programs. They also indicated whether new teachers' participation was mandatory for all, optional for all, invitational for some, or represented some combination of these categories.

- Programs in which principals specified size ranged from 1 to 21 participants. On average, principals' programs served six new teachers each.

- Principals broke down the number of new teachers who participated in their programs into types, each of which accounted for approximately one fourth of participants. Those new to the profession in the first year made up 28% of these participants, on average. Those new to the profession in the second year composed 21%. Teachers new to the school system but experienced elsewhere added 23%, and teachers returning from extended leave or retirement, and those making a major assignment change within the system, accounted for 28%.

- About two thirds of principals (65%) reported that new teachers' participation in their development programs was mandatory. Another one quarter (23%) indicated a combination of bases for participation. In some cases, this meant that some portions of the program were mandatory and others were optional; in other cases, this meant that for some teachers participation was mandatory but optional for others. Only one in eight principals overall stated that participation by new teachers was purely optional or invitational. More elementary principals (17%) tended to base participation on new teachers' option or acceptance of an invitation than did middle (8%) or high school respondents (10%).

Strategies

Principals reported the frequency with which they included the 11 identified strategies for new teacher development that were in their new teacher programs. The number of strategies reported per program ranged from one to eight, for an average of between four and five separate strategies included in each principal's program. Table 6 shows the number of principals who reported using each strategy.

- Over three quarters of principals reported that orientation activities and buddy teacher relationships were part of their new teacher development programs. Differences among school levels were apparent, however: buddy teacher arrangements were most popular with elementary principals (83%) and least popular with their middle school colleagues (68%), for example.

- Well over half of principals reported providing opportunities for new teachers to observe in other classrooms (69%) and making use of intensive conferencing in addition to routine supervisory conferences with new teachers (59%). Differences among school levels

TABLE 6: STRATEGIES FOR NEW TEACHER DEVELOPMENT REPORTED BY SCHOOL-BASED RESPONDENTS

	ELEMENTARY SCHOOL-BASED PRINCIPALS (N=35)		MIDDLE SCHOOL-BASED PRINCIPALS (N=25)		HIGH SCHOOL-BASED PRINCIPALS (N=20)		TOTAL SCHOOL-BASED (N=80)		
STRATEGIES	N	%	N	%	N	%	N	%	RANK
ORIENTATION	76	74%	20	80%	17	85%	63	79%	1
BUDDY	29	83%	17	68%	16	80%	62	78%	2
OBSERVATION	23	66%	21	84%	11	55%	55	69%	3
CONFERENCING	23	66%	14	56%	10	50%	47	59%	4
INSERVICE	20	57%	5	20%	9	45%	34	43%	5
DEMONSTRATION	18	51%	7	28%	3	15%	28	35%	6
RESTRICTION	4	11%	7	28%	7	35%	18	23%	7
VOLUNTEER/AIDE	10	29%	2	8%	1	5%	13	16%	8
PLAN	7	20%	4	16%	1	5%	12	15%	9
VIDEO	2	6%	3	12%	1	5%	6	8%	10
WORKLOAD	1	3%	2	8%	1	5%	4	5%	11

were again apparent: fewer high school principals used both these strategies than did elementary and middle school principals, for example.

- Between 35% and 45% of principals overall noted that their development programs included inservice courses, seminars, or workshops especially for new teachers, and demonstration of instructional or management techniques in new teachers' classrooms. Use of these strategies fluctuated widely among school levels. For example, elementary principals reported demonstrations almost twice as often as middle school principals, and more than three times as often as high school principals.

- About one quarter of principals in our survey (23%) indicated that their programs restricted new teachers' extra responsibilities, such as yard duty or supervision of student activities. High school principals cited use of this strategy three times more often than elementary principals, possibly due in part to the larger roster of extracurricular activities typically available in high schools.

- Fewer than one in six principals reported use of four other strategies: assignment of volunteers or instructional aides to new teachers' classrooms (16%); use of individual professional development plans for new teachers (15%); videotape analysis of new teachers' classroom performance (18%); and reduction in new teachers' workloads (5%) by such means as smaller class size, fewer preparations, or fewer classes. Differences among school levels characterized these reports as well, although no consistent pattern across levels could be detected.

Overall, principals in our survey made use of eleven strategies for new teacher development to varying extents. Four of these strategies were reported by half or more principals: orientation, assignment of buddy teachers, opportunities for new teachers to observe in other classrooms, and intensive conferencing. The least common were five strategies reported by fewer than one quarter of the principals, with one of these--reduction in workload--cited only by 5%.

Variation among school levels makes generalizations across levels difficult. For almost all the strategies, the proportion of principals who reported their use and/or the relative ranking of the strategies differed somewhat among elementary, middle, and high school respondents.

Anticipated Change

Fifty-eight (73%) of principals described a major change that they anticipated making in their new teacher development programs in the next year or two.

- Four fifths of those who identified themselves as anticipating change intended to adjust the type of strategies they offered, and/or the content and scheduling of strategies. Although they referred to different strategies, all but one principal indicated the intention to

introduce a new strategy or in some way to increase an already-operating component strategy of their programs. Nine principals expected to add or expand inservice (which included any group meetings with new teachers); seven principals each, mentoring components and opportunities to observe; five principals, intensive conferencing; and one or two principals each, demonstrations, orientation, and individual professional development plans. Twelve principals in all mentioned altering content: increasing the specificity of what their programs already contained or introducing new topics, such as their own expectations for new teachers, school effectiveness research, or test-making, for example. Eighteen principals antitcipated changes in schedule that focused on increasing the amount of time new teachers would spend on selected program components, regularizing their occurrence, or fixing them on the school calendar earlier in the year.

- About one third of principals who described anticipated change (36%) singled out staff whose work with new teachers would either begin or increase with implementation of the change. Seven principals eyed a potential or increased role for experienced teachers; five, for central office staff such as resource teachers; four, for themselves; and three or fewer each, for department chairs, external consultants, aides, and new teachers.

- Fourteen principals detailed changes they anticipated in various other program aspects. For example, three or fewer principals each indicated the intent to produce a handbook of some sort; to improve the nature of feedback they collected from new teachers; to train or select more carefully aides or buddies who would work with new teachers; and to mandate new teachers' participation in a specific program component. The variety of directions in which principals anticipated taking their new teacher development programs is further illustrated by the fact that, while two intended to decrease formality, one intended to increase it.

CENTRAL OFFICE-BASED RESPONDENTS

Central office-based respondents were selected by their Associate or Assistant Superintendents of Instruction on the basis of three criteria:

1) selected individuals were known or presumed to be active in providing training or support to new teachers;

2) selected individuals had primary responsibility for a program of training or support to new teachers; and

3) at least one of these individuals was included from each school system.

As shown in Table 1 (page 8), respondents ranged from one to six per school system, for a total of 51 from 23 Maryland school systems.

The job titles of these respondents varied widely, but were classified as director or coordinator (47%), supervisor (43%), and other (10%), which included two individuals affiliated with institutions of higher education. Although this respondent group included these individuals as well as several who were based in areas or regions within school systems, this report refers to all these respondents as central office-based personnel.

Central office-based respondents completed the same 14-item questionnaire as school-based respondents, except for a minor wording change embedded in one of the items. (That exception referred to group orientation at a central location rather than at a school site.) Overall, the items elicited descriptive and evaluative information about respondents' new teacher programs. The great diversity among central office respondents, however, limits the generalizations that can be derived from their responses.

Accordingly, this section presents selected information from central office-based personnel's responses. The following topics will be discussed:

- goals, the relative importance of eight possible goals for their new teacher development programs
- administration, distribution of personnel responsible for performing four tasks related to new teacher development
- participants, the number of new teachers per program and the basis on which they were selected to participate
- strategies, the frequency with which 11 strategies for new teacher development were included in their programs
- anticipated change, major changes that respondents intended to make in the next year or two
- contrasts between central office and school-based respondents, major differences between central office-based and school-based respondents on the topics listed above.

Goals

Central office respondents rated the relative importance of eight possible goals to their new teacher development programs. Each goal could be scored as not important, somewhat important, very important, or not applicable. All eight possible goals were rated between somewhat and very important by these respondents. Table 7 ranks these goals from highest to lowest mean importance.

- Four fifths or more central office respondents rated three goals as very important: to improve teaching performance and to promote job satisfaction (both 88%), and to train on specific curricula, instructional methods, or interpersonal techniques (80%).

- Over three fifths of central office respondents rated three other goals as very important: to provide materials and resources (69%), to communicate school policies and procedures (67%), and to increase teacher retention (61%).

- Only somewhat more than one quarter of central office respondents rated the remaining two goals as very important: to provide information about the school and community (29%) and to assist in teacher recruitment (28%).

Administration

Central office respondents indicated the distribution of personnel whom they involved in performing selected administrative tasks that related to their new teacher development programs. Respondents could list up to seven different job roles that they involved in each administrative task. Table 8 shows the distribution of personnel as reported by all central office respondents. The four categories shown represent a total of 20 job roles. The fifth category shown was used by central office respondents to indicate that a particular administrative task did not apply to their programs or that no one performed it.

- Central office respondents reported overall that three quarters of the personnel involved in planning their new teacher programs were central office staff; about one sixth (16%) were school-based staff; and one in 20 were top school system administrators.

- Central office respondents indicated that well over half (69%) of those who had authority to approve budgets for their new teacher programs were superintendent-level staff or local Boards of Education; and about one sixth (16%) were various central office staff. Seven respondents stated that this administrative task did not apply to their new teacher development program.

- According to central office respondents, over half (55%) of those who trained those who then trained or provided assistance to new teachers in their programs were central office staff; 11% were school-based staff; and 6% were those classified as others--external consultants exclusively, in this case. Fully 15 central office

TABLE 7: CENTRAL OFFICE-BASED RESPONDENTS' PERCEPTIONS OF GOALS' IMPORTANCE FOR NEW TEACHER DEVELOPMENT

	Not Important (1)		Somewhat Important (2)		Very Important (3)		No Answer/ Not Applicable (0)		MEAN	RANK
	N	%	N	%	N	%	N	%		
GOALS:										
o Improve teaching performance	0	0%	4	8%	45	88%	2	4%	2.92	1
o Promote job satisfaction	0	0%	5	10%	45	88%	1	2%	2.90	2
o Train on specific curricula, instructional methods or interpersonal techniques	3	6%	5	10%	41	80%	2	4%	2.78	3
o Provide materials and resources	0	0%	14	28%	35	69%	2	4%	2.71	4
o Communicate school policies and procedures*	2	4%	11	22%	34	67%	4	8%	2.68	5
o Increase teacher retention	2	4%	14	28%	31	61%	4	8%	2.62	6
o Provide information about the school and community**	3	6%	27	53%	15	29%	6	12%	2.27	7
o Assist in teacher recruitment	5	10%	13	26%	14	28%	19	37%	2.28	8

*Analysis of variance shows significant difference (p. .05) between school-based and central office-based respondents
**Analysis of variance shows significant difference (p. .001) between school-based and central office-based respondents

TABLE 8: DISTRIBUTION OF PERSONNEL RESPONSIBLE FOR FOUR ADMINISTRATIVE TASKS AS IDENTIFIED CENTRAL OFFICE-BASED RESPONDENTS (N=51)

	LEA Leaders[a]		Building-Level Personnel[b]		Central Office-Based Personnel[c]		Other[d]		Not Applicable[e]		Total Responses	
	N	%	N	%	N	%	N	%	N	%	N	%
Planning of central office new teacher development programs	4	5%	14	16%	65	75%	4	5%	0	0%	87	100%
Budget approval for central office new teacher development programs	38	69%	0	0%	9	16%	1	2%	7	13%	55	100%
Training of those who train and/or provide support to new teachers in central office programs	3	5%	7	11%	36	55%	4	6%	15	23%	65	100%
Evaluation of central office new teacher development programs	9	10%	31	36%	39	45%	3	3%	5	6%	87	100%

NOTE: Respondents could name up to seven job roles for each administrative task.

[a] Associate/Assistant Superintendent, Superintendent, Board of Education

[b] Principal, Assistant Principal, Department Chair, Experienced Teacher, New Teacher

[c] Supervisor, Director of Personnel, Staff Developer, Coordinator, Director, Resource Teacher, Administrative and Supervisory Staff

[d] Maryland State Department of Education, University personnel, Staff development committee, external consultant, unspecified other

[e] No one or not applicable

respondents indicated that this task was not performed in relation to their new teacher development programs.

- Central office respondents indicated that just under half (45%) of those who evaluated their new teacher devlopment programs were central office staff, but over a third (36%) were school-based staff. Among the small number (3%) of those classified as others who evaluated central office respondents' new teacher programs were a staff development committee and individuals affiliated with institutions of higher education. Five respondents reported that this task did not apply to their new teacher programs.

Although central office respondents reported sharing responsibility for four administrative tasks associated with their new teacher programs, central office staff mostly performed these tasks except for budget approval. They enlisted the aid of school-based staff especially for evaluating their programs, and the aid of external consultants for training trainers of new teachers. Nonetheless, some central office respondents indicated that some administrative tasks did not apply to their programs or that no one performed them. Close to one in three reported that no one trained trainers of new teachers; one in seven reported that no one approved budgets for their programs; and one in ten reported that no one evaluated their programs.

Participants

Central office respondents reported the number of new teachers who participated in their development programs, the types of new teachers whom they served, and whether these programs mandated or made optional new teachers' participation.

- Where central office respondents indicated an exact or estimated number of new teachers in their programs, it ranged from 1 to 439. One quarter of respondents reported programs with up to 11 participants; one quarter reported programs from 15 to 31 participants; another quarter reported their programs to include from 33 to 66 participants; and a final quarter reported from 75 to 439 participants. The mean number of participants in these programs was 63.

- On average, central office respondents stated that teachers in their first year of teaching made up one third of teachers served by their new teacher programs and those in their second year made up just under one fourth (24%). Experienced teachers who were new in other ways accounted for the remainder: 30% of these were new to a school system but experienced elsewhere; 8% were returning from extended leave or retirement, and 5% were making a major assignment change within a school system.

- More than one third of central office respondents (39%) reported that they used a combination of mandatory, optional, and invitational components in their new teacher programs. Exactly

one third stated that new teachers' participation in their programs was mandatory, and somewhat fewer respondents (28%) stated that participation in their programs was optional or invitational only.

Strategies

According to central office respondents, they incorporated from one to nine of the 11 strategies for new teacher development that were listed in their questionnaires. They reported a mean of close to four strategies per program. Table 9 lists the 11 strategies and the number of central office respondents who reported using them in their programs.

- Between three fifths and three quarters of central office respondents utilized four strategies: orientation (75%), conferencing (61%), opportunities for new teachers to observe (61%), and inservice courses, seminars, or workshops especially designed for new teachers (59%).

- About two fifths of central office respondents (41%) included demonstrations of instructional techniques in new teachers' classrooms, and just under a third (31%) included the assignment of buddy teachers or mentors to new teachers.

- One eighth or fewer central office respondents reported using the remaining strategies: individual professional development plans (12%), restriction on extra duties (6%), and videotape analysis of new teachers' performance (6%). Only one respondent (2%) indicated use of reduction new teachers' workloads, and none reported assigning volunteers or instructional aides to new teachers' classrooms.

Central office respondents' use of 11 strategies for new teacher development breaks into those frequently used (orientation, conferencing, observation, and inservice); those sometimes used (demonstrations and buddy teachers), and those rarely used (professional development plans, restriction on extra responsibilities, videotape self-analysis, reduced workload, and volunteers or aides in the classroom). In part, the relative infrequency of the last group of strategies--especially restricted extra responsibilities, reduced workload, and assignment of volunteers or aides--may be due to their being the conventional preserve of principals, whether or not principals chose to use them.

Anticipated Change

A total of 44 central office respondents (86%) wrote about a major change in their new teacher development programs that they contemplated for the next year or two.

- Alterations to the strategies they included in their programs, or to the content or scheduling of those strategies, occupied almost three fourths (70%) of central office respondents who anticipated change. All changes except one in these areas entailed adding

TABLE 9: STRATEGIES FOR NEW TEACHER DEVELOPMENT REPORTED BY CENTRAL OFFICE-BASED RESPONDENTS

STRATEGIES	N=51	%	RANK
ORIENTATION	38	75%	1
CONFERENCING	31	61%	2.5
OBSERVATION	31	61%	2.5
INSERVICE	30	59%	4
DEMONSTRATION	21	41%	5
BUDDY	16	31%	6
PLAN	6	12%	7
RESTRICTION	3	6%	8.5
VIDEO	3	6%	8.5
WORKLOAD	1	2%	10
VOLUNTEER/AIDE	0	0%	11

activities, topics, or time. Four central office respondents intended to introduce or add on to existing buddy teacher programs; three intended to introduce or increase inservice courses, seminars, or workshops for new teachers; and one or two each intended similarly to change demonstrations, conferencing, and new teachers' opportunities to observe in other classrooms. Other changes that one central office respondent each anticipated in development strategies included videotaping experienced teachers to play back for teachers, and greater individualization of existing program.

The six central office respondents who described content changes each described something different. Examples of these included: matching a central office respondents' objectives to those of principals of new teachers; increasing teacher interaction; and including more information about effective practices. One third of central office respondents who reported anticipating change described schedule changes. Eleven of these simply indicated their intention to increase the time devoted to one or more development strategies, while another four specified that they intended to add time before school started in the fall.

- Anticipated changes in the personnel associated with new teacher programs were reported by five central office respondents. Each targeted different individuals or groups for new or increased responsibilities with new teachers: department chairs, assistant principals, resource teachers, school effectiveness teams, and unspecified "more staff."

- Half of the central office respondents who anticipated changing their programs for new teachers described other features. Eight intended to alter participation in their programs in some way. Three of these do the following: differentiate between teachers new to the profession and teachers merely new to a local school system. One or two each would: mandate participation in one or more components of their programs; increase the number of new teachers they served; work with smaller groups of new teachers; or inform new teachers about their programs earlier.

  Changes in program planning concerned five central office respondents, four of whom intended to conduct needs assessments. Changes in program evaluation concerned four central office respondents. For three of these, this meant feedback from new teachers, but for one, it meant piloting a new program and monitoring the results. Changes in compensation were mentioned by two respondents who intended to pay new teachers more for their participation, and by one who intended to increase to full-time a resource teacher assigned to work with new teachers. Only one respondent planned to add training for those who assisted new teachers. Finally, three central office respondents reported looking forward to decentralizing their programs for new teachers, and two looked forward to changing their programs' degree of formality: one to increase it, one to decrease it.

CONTRASTS BETWEEN CENTRAL OFFICE AND SCHOOL-BASED RESPONDENTS

Major differences between central office-based and school-based respondents emerged from the study:

- Statistically significant differences were evident on the relative importance of two of the eight possible goals for new teacher development: communicating school policies and procedures, and providing information about the school and community. These differences were mainly due to the reduced importance that central office respondents accorded the two goals. A probable reason may be that they interpreted "school policies" and "information about the school" to refer to particular school sites. Such information is usually the province of principals, and not central office staff.

- A major difference in administration of programs run by central office as against school-based respondents was in budget approval. About one seventh of central office respondents reported that this item did not apply to their programs, while over one third of principals reported the same for their programs. This difference could be due to the fact that principals controlled site budgets from which they allocated without requiring additional approval, or that they utilized services of staff on site whose work with new teachers did not require additional expenditure. This logic suggests that central office staff either lacked control over large enough budgets to absorb their new teacher programs and/or that they lacked access to staff whose time they could control without cash outlay.

- Central office and school-based respondents differed markedly on the size of their programs: 63 new teachers for central office, 6 for school-based, on average. The prevailing bases for mustering participants also differed. Whereas one third of central office respondents made their programs mandatory for new teachers, principals mandated new teachers' participation at almost twice that rate. A similar imbalance is seen in the use of an optional or invitational basis for new teacher participation: over a fourth of central office respondents made participation optional or invitational for new teachers, while principals used an optional or invitational basis for their programs at under half that rate.

- While six strategies for new teacher development--orientation, observation, conferencing, inservice, demonstration, and buddy teachers--were ranked by both central office and school-based staff as more popular than the remaining five--professional development plans, restricted extra responsibilities, videotape self-analysis, reduced workload, and assignment of volunteers or aides, the relative ranking and proportion of users differed within these two groupings of strategies. Differences may be seen, for example, in three strategies: buddy teachers, professional development plans, and assignment of volunteers or aides. Proportionally,

half as many central office respondents as principals assigned buddy teachers, making this strategy the sixth most popular for the former, but second most popular for the latter. Use of individual professional development plans was reported by about equal proportions of central office-based and school-based respondents, but the former ranked this strategy lower than did the latter. The strategy of assigning volunteers or aides to new teachers' classrooms exemplifies both types of difference. No central office respondents reported using this strategy, driving it to eleventh place for this group, while fully 16% of principals reported use of this strategy, putting it in eighth place for them.

Cases

This section contains an overview of the case methodology and highlights of case study findings.

CASE OVERVIEW

In addition to examining new teacher development programs in Maryland through a survey, visits were made to seven programs to gather more detailed information. Specifically, the objective was to understand how the strategies employed in these new teacher development programs worked within their particular contexts and to discover what made them work well. Case studies of the seven programs are included in this section. The detail provided includes some background and history, along with information about content, staffing, staff training, costs, and participants' perceptions of program effectiveness and their recommendations for improvement.

The programs are:

- New Teacher Meetings, Preston Elementary School, Caroline County Public Schools, as described in The Case of Sacred Thursdays
- Supervisory Support Services Program, Lemmel Middle School, Baltimore City Public Schools, as described in The Case of the "Harvard" for Teachers
- Conferencing Program, North Caroline High School, Caroline County Public Schools, as described in The Case of the Good Guys
- Differentiated Teacher Evaluation and Staff Development Model, Calvert County Public Schools, as described in The Case of A Scalpel, Not An Ax
- Partners in Education, Anne Arundel County Public Schools, as described in The Case of Pie in the Oven
- New Teacher Program, Frederick County Public Schools, as described in The Case of the Quick Start
- New Teacher Seminar, University of Maryland/Teacher Education Centers, Charles County Public Schools and Howard County Public Schools, as described in The Case of Lights in the Classroom.

The seven programs were selected because they featured various promising approaches to new teacher development. Each came recommended by one or more knowledgeable educators who could attest to the nature of the program and its reputation for effectiveness. In addition, these programs represent all but Maryland's westernmost region, and small, medium, and large school systems within those regions. The programs also include those sponsored by school-based and/or central office-based personnel as well as by personnel external to local school systems.

The seven programs combined in different ways 7 of the 11 strategies that were commonly reported in our survey:

- assignment of buddy teachers or mentors to new teachers
- intensive conferencing
- demonstrations of instructional techniques in new teachers' classrooms
- inservice courses, seminars, or workshops especially designed for new teachers
- opportunities for new teachers to observe in other classrooms
- group orientation at central locations or school sites
- use of individual professional development plans.

Table 10 lists the programs described in the case studies and their associated features.

Method

Preparation of each case study entailed visits of one to two days on site in February or March, 1987, to interview program administrators, program staff, new teacher participants, and school system leaders with responsibility for new teacher development. Informants were selected by program administrators. Interviews lasted an average of 45 minutes each. In one or two instances, informants were interviewed by telephone instead. In addition, a sample of new teacher participants who could not be interviewed due to lack of time, completed questionnaires that contained items similar to those discussed with new teacher informants.

The interview schedule for program administrators and staff contained 32 and 19 items, respectively. These items explored:

- number and type of new teacher participants
- description of strategies for new teacher development used in the program
- distribution of personnel responsible for specific administrative tasks associated with the program
- staff training and evaluation
- program costs
- school system leaders' and others' support for the program

TABLE 10: CASE STUDY PROGRAMS AND ASSOCIATED FEATURES

	Preston Elementary	Lemmel Middle	North Caroline High	Calvert County	Anne Arundel County	Frederick County	U. Maryland/ Charles TEC/ Howard TEC
I. STRATEGY							
Buddy		✓	✓				
Conferencing		✓	✓	✓			
Demonstration		✓					
Inservice	✓	✓			✓	✓	✓
Observation		✓				✓	
Orientation		✓			✓	✓	
Plan		✓		✓			
II. SPONSORSHIP							
School	✓	✓	✓	✓			
Central Office				✓	✓	✓	✓
Other						✓	✓
III. SYSTEM SIZE							
Small	✓		✓	✓			
Medium						✓	✓
Large		✓			✓		

- program goals and perceived effectiveness of the program in meeting those goals, perceived strengths and weaknesses, and corollary effects
- program history
- methods of program evaluation
- anticipated change
- relationship to regular school system procedures for teacher evaluation
- advice to other school systems that might be interested in replicating the program.

The interview schedule for new teachers, who were interviewed individually or in groups of from 2 to 4, included 24 items that elicited information about:

- their teaching assignments and experience
- special teaching challenges they have faced in the current school year
- their personal experience with strategies utilized in the new teacher program
- their deduction of program goals and their perceptions about its effectiveness and strengths
- recommendations for program change
- advice to other school systems that might be interested in replicating the program.

The questionnaire for new teachers contained 13 items adapted from the above interview schedule.

The interview schedule for Associate or Assistant Superintendents of Instruction contained 20 items that included information about:

- the position of the new teacher program within the school system's organizational structure
- the relationship of the program to the school system's regular teacher evaluation procedures
- budgetary and financial arrangements for the program
- perceptions about the program's goals, effectiveness, and corollary effects

- school system leaders' and others' demonstrated support for the program

- advice to school systems that might be interested in replicating the program.

Following data collection, all site visitors met to review preliminary findings. Subsequent data analysis resulted in drafts of case studies. At least one key informant in each site, usually a program administrator, reviewed a case study draft to ensure its accuracy. Any necessary revisions were then made.

Highlights from Case Studies

Several common themes emerge when the seven promising approaches that are described in the case studies are considered together:

- Uniqueness. The first common theme is the uniqueness of each program described in the case studies. Although similar goals, strategies, and resources may be found in more than one program, they are uniquely blended in each of the seven programs described. For example, while Calvert County and Lemmel Middle School both had as central goals to improve new teachers' performance, and both used professional development plans, observations, and ratings of new teachers as a means to accomplish that goal, they differed in terms of staff and staff training resources that were employed to deliver their programs, other strategies included, and program scope. For another example, two programs featured seminars in which local school systems and institutions of higher education collaborated. Among the differences that distinguish the two is the type of higher education sponsorship: the one program, implemented in Charles and Howard Counties, included the University of Maryland, a public institution; the other, in Frederick County, included Hood College, a private institution. Other programs can be compared on other bases, with the same result. Each program was unique.

- Program flexibility. A second common theme that the case studies make clear is the flexibility with which programs adapted to diverse and changing needs or conditions. One example of changing conditions to which school-based programs especially had to adapt was dramatic shifts in the number and type of new teachers assigned, with accompanying shifts in those teachers' needs, from one year to the next. Preston Elementary and North Caroline High encountered large proportions of new staff in 1985-86 but very low proportions in 1986-87. Preston's principal elected to discontinue weekly new teacher meetings when she determined that the participants needed instead to be more fully integrated into staff development activities with the rest of the faculty. Administrators at North Caroline exhibited flexibility when they altered the

intensity and content of conferences with new teachers in response to varying rates of growth. School systems, too, accommodated individual needs. Anne Arundel, for example, anticipated new teachers' varying responses to pressures and demands by making each session of its seminar for new teachers independent of the others and by pegging rewards for participation to attendance at individual sessions. The flexibility that the programs used in adapting to varying individual needs conforms to an acknowledged principle of adult development as relevant for experienced teachers as it is for new teachers.

- Available resources. A third common theme seen in the case studies is the way in which administrators of programs for new teachers took full advantage of staff and material resources that were available to them. Preston Elementary and North Caroline High, for example, whose central office had little capability to provide on-site assistance, used school site personnel exclusively in their work with new teachers. By contrast, Lemmel Middle, in a large school system, impressed staff from the central office to work on school site objectives for new teachers there. Frederick County exemplified compound use of an available resource: experienced teachers who familiarized new teachers with curricula before school began in the fall were then available to observe new teachers in their classrooms or to be observed by them. In Anne Arundel County, the program administrator made use of an available resource, its on going program for new teachers, to serve as a training ground for new staff. And in Charles and Howard Counties, program staff turned a resource available to new teachers--their own classrooms--into laboratories for their own learning.

- Leadership. Although the programs described in the case studies varied in scope and complexity, they all required administrative initiative and imagination to implement. These leadership qualities were evident in different ways in the different programs. At Lemmel Middle and North Caroline High, for example, the principals foresaw the need for a special program for new teachers and set about the preparation of materials, identification and appropriate training of staff, and organization of procedures to make those programs work. In contrast, the principal at Preston Elementary did not foresee the need for a special program for new teachers, yet was able to extemporize successfully. The leadership shown in Calvert County and in Charles and Howard Counties is notable for sustained commitment to visions of desired practice that represented departure from the status quo. Leaders in both programs shaped them over several years, patiently revising and refining organizational structures, as in Calvert's case, or content and personnel, as in the case of Charles and Howard. In Anne Arundel and Frederick Counties, school system leaders and program staff exhibited leadership by committing significant resources to new teacher development programs and

by committing significant energy to the development of staff to work in those programs.

These themes--uniqueness, program flexibility, available resources, and leadership--are illustrated in the seven case studies. If the diverse and changing needs of new teachers acted in some sense as stimuli for schools and school systems, then flexible programs can be considered their responses. Available resources helped shape the kind of response individual programs made. Leaders in each school system and program saw the particular needs of their group of new teachers, fashioned different goals, and drew on different resources to create the promising approaches to new teacher development that the case studies describe.

Case One

Buddy	Conferencing	Demonstration	Inservice	Observation	Orientation	Plan	Restriction	Video	Volunteer/Aide	Workload
			✓							

	Elementary School	Middle School	High School	Central Office	Other
WHO SPONSORS	✓				

	Experienced Teacher	Department Chair	Assistant Principal	Principal	Staff Developer	Other
WHO TRAINS				✓		

	1-15	16-30	31-45	46-60	Over 60
HOW MANY NEW TEACHERS	✓				

LOCATION: Preston Elementary School
Caroline County Public Schools

PROGRAM NAME: New Teacher Meetings

OR...

THE CASE OF SACRED THURSDAYS

In September, 1985, the principal of Preston Elementary School found herself with seven new teachers out of 20 full-time instructional staff. There were really eight new staff, she reminded herself, if she counted the teacher returning from leave. For a faculty that had characterized itself as "stable" in a 1984 accreditation self-study, 33 percent turnover in instructional staff represented a big change. The principal, then five years in the job and formerly a coordinator for gifted and talented programs, buckled down to work.

For the first two months, her work with the staff included monthly classroom observations and subsequent conferences with veterans and newcomers alike. But the principal soon realized that her strategy of individualizing all her support for the new classroom teachers wasn't working. She now felt overwhelmed by the needs of the new teachers. "I couldn't keep up with them," she says. "They did not get enough feedback and support, and they

were not making progress." The principal's awareness that she was neglecting her monthly observations and conferences with Preston's veteran staff only compounded the problem.

The solution she hit upon was simple. With the new teachers' consent, she scheduled a meeting with them as a group to deal with common needs. The meeting developed into sessions that ran on Thursdays for five months. Despite the difficulty of reserving the time in a school where she was the lone administrator, the principal reported that she kept Thursdays sacred for the new teacher meetings.

Background

Context

Twenty-first of Maryland's 24 counties in size, Caroline County offers teachers among the lowest pay scales in the state. According to the superintendent, this factor alone makes it difficult for the County to compete for the new teachers it needs. In addition, resource constraints mean that the County can afford neither elaborate central office programs nor extra staff to enhance school-based programs. These constraints are somewhat eased by inservice collaboration among the nine Eastern Shore counties. But the everyday reality is that new teacher programs like the one at Preston must make do with existing school-site resources.

History

The new teachers who participated in the Thursday meetings of 1985-86 included a librarian and five classroom teachers, whose assignments covered grades one, five, six, and special education. Four of the six participants had one year of prior experience, and two had none. All were new to public education, to the small-town setting, and to the county.

By the time their meetings began in November, the new teachers at Preston had already undergone several types of staff development. They had experienced the county-wide orientation before school opened in 1985. The orientation at that time lasted three days: one day of meetings with the Assistant Superintendent, pupil services and Project Basic personnel, and curriculum supervisors; one day of a bus tour and picnic; and one day with building-level administrators. The new teachers generally felt that the bus tour and picnic were nice, but neither they nor the County-wide meeting related specifically to their teaching assignments. When the principal used her portion of the orientation to discuss lesson planning and other issues that <u>did</u> relate to specific teaching assignments, the new teachers just felt overwhelmed.

Throughout September and October, the principal scheduled regular classroom observations of her new teachers, feedback, and prescription of appropriate learning activities. Prescriptions included intervisitations for new teachers to observe others and a visit by the central office supervisor and a university consultant to provide additional help on

particular programs. In addition, the principal was also on call for new teachers as needed. "We were grabbing her at odd times for help with this and that", recalled one of the Thursday participants, "so I guess that's why she pulled us all together."

Description

The principal conducted the Thursday meetings before school in the school library. The principal also invited her administrative assistant, a veteran sixth grade teacher, to "script-tape" the sessions and help her analyze the effectiveness of these presentations to the new staff. The principal intended these meetings to establish an informal relationship between the new teachers and herself, to find a format in which they could support each other, and to introduce them to her expectations and the needs of the school organization. Two beliefs guided the principal's selection of the meetings and follow-up as her means of supporting new teachers at the school site. First, she believed that the new teachers were capable of learning new things to improve their skills. Second, she believed that feedback to teachers on their performance, and encouragement to try new things would empower them so that they could learn.

Content

The new teachers and the principal together generated a list of topics for subsequent meetings at the very first session. In retrospect, the new teachers indicated that they all nominated topics on which the principal had checked the "Needs Improvement" column on their County Classroom Observation Reports. These topics fell mostly under the headings of classroom management and instructional methods.

Some topics were generic to teaching, such as managing student behavior, and planning and pacing lessons; others were specific to Caroline County's curriculum, such as techniques related to the Integrated Language Approach (ILA). The remainder of general topics treated included: organizing the morning, organizing materials, understanding the criteria for selecting independent activities for students, managing seatwork, orchestrating transitions, and presenting vocabulary lessons. Topics related to ILA included language experience, sentence synthesis, and framed paragraphs.

The principal led off the first instructional session with the topic of lesson planning. The sessions then followed a "flowing" rather than a formal syllabus that introduced new topics as old ones were exhausted. Participants could request additional topics if they were encountering difficulties in those areas, or could return to previous topics if they still had questions. New teachers remarked that the informality of the syllabus and the relaxed air of the meetings coexisted peacefully with the principal's well-organized presentations and clear objectives for each session.

Format

All the Thursday meetings adhered to a uniform format. Segments included a review of the previous week's topic; presentation of new material;

discussion; directions for the next week's assignment; and checking for understanding. The principal often provided handouts that represented either readings on the topic or further examples.

Presentation. The principal demonstrated the technique to be learned as if the new teachers were themselves the students. New teachers thus saw the principal acting as a teacher and watched concrete examples develop. In lesson planning, for example, she wrote their own lesson's plan on the board and carried it out.

Discussion. After the presentation, the principal elicited examples from the new teachers, asking them to speak in detail, and fielded questions. The teachers and principal offered examples from their own experience, but also made up and critiqued new ideas for classroom strategies and activities that emerged in the course of discussion.

Assignment. Each week, teachers were expected to try out in their classrooms the technique that had been modeled and discussed. In lesson planning, for example, the session stressed lesson objectives. The new teachers were asked to bring to the next meeting the objectives of a lesson they had taught during the week and to discuss how they had evaluated the lesson.

Sequel

The Thursday meetings ended in March, 1986, a determination by the principal in which the new teachers concurred. "We had all passed our first evaluation," explained one teacher. "And most of us had solved some of the management problems we all were having in the beginning of the year." Also, because the focus had turned from management to curriculum, addressing the disparate needs of the new teachers became more difficult in a group format. Individualized staff development continued via the principal's regular classroom observations and feedback.

By state and county reckoning, the new teachers of 1985-86 were still defined as new--that is, provisional--teachers in 1986-87. The principal had intended to reactivate the weekly meetings for this group. After observing them at the start of their second year, however, she decided against a staff development vehicle that isolated the new teachers from the rest of the faculty. They met in the second year as part of the whole faculty in inservice sessions that the principal conducted on student motivation, reinforcement and retention.

Resources

Staffing

The principal conceived, planned, and led the Thursday meetings, and provided the individualized follow-up. The administrative assistant largely confined her activities in the sessions to recording verbatim selected features of the principal's presentation and participants' reactions. Only

occasionally did the assistant depart from this role to comment on her experience with the topic under discussion.

Behind the scenes, the assistant helped the principal select material to distribute to the new teachers, and suggested various approaches to meeting topics. She also reviewed her script-tape with the principal each week as they sought ways to improve on the principal's weekly presentations.

Staff Training

While the principal claimed no specific training for her Thursday meetings with new teachers, she pointed to a number of experiences upon which she drew. These included participation in the Maryland Professional Development Academy and course work for her Ph.D. These proved especially important in providing presentation models, and coaching and script-taping techniques. In addition, the administrative assistant's script-taping honed her presentation skills over the five months.

Costs

The Thursday meetings themselves required little material outlay. Teachers attended voluntarily and without extra pay.* The principal and the administrative assistant also served without additional compensation. The cost of handouts was apparently negligible, and absorbed into existing site budgets.

In contrast, the cost in time to the principal and administrative assistant was not trivial. Both simply added to their other school-site duties the time it took to prepare, attend, and debrief the sessions. The principal spent about two hours each week, and the assistant closer to an extra hour-and-a-half. The principal asserted that whatever she spent in time for the weekly meetings, she saved in conserving her energy and preserving her sanity.

Perceptions of Effectiveness and Effects

According to the principal, the Thursday meetings effectively accomplished the goals she had set for them. Moreover, all the new teachers were recommended for rehire the following second year. Preston's new teachers confirmed that the principal's goals were met by accurately deducing those goals from the effects they personally had experienced. In various ways, they said that the meetings enabled them to become a support system for one another, to make them feel more comfortable about asking the principal for help, and to learn the principal's (and the County's) explicit expectations for them.

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* The meetings were held at a time of day that Preston usually scheduled its faculty meetings and inservice activities. Teachers received additional compensation for these activities, either.

This success did not come without hard work and occasional strained relations, however. While generally satisfied with the efficacy of the Thursday meetings, the principal cautioned that "it wasn't all peaches and cream. There were times when I had to say to a new teacher, 'Look, you are going to do it.'" Further, the principal recognized that her efforts alone did not account for the program's--and the new teachers'--success. She knew, for example, that two or three of the school's veteran teachers had augmented her efforts by sharing ideas with new teachers and encouraging them to persevere. They apparently advised one new teacher who was feeling especially stressed, "Stay in there with the principal. Listen to her, and she'll help you make it through."

Without exception, the new teachers mentioned the sense of relief that the Thursday meetings produced simply by airing the fact that everyone had problems in the classroom. That common bond and their shared experience also tended to promote their social cohesion. They turned their very vulnerability ("We were the ones everyone was nervous for") into a badge of honor ("We were the new teacher clique. It was great!").

Despite some initial misgivings about the potential utility of the meetings and the time they would take, the group's need for help overcame any objections. The meetings proved their worth by supplying that help. As one new teacher asserted, "The principal always gave me ideas to try. She single handedly made me a good teacher." Another new teacher particularly appreciated the principal's demonstrations because they showed her how her own interpretation of the County writing program was actually off the mark. Yet another cited the fun she had experimenting in her classroom with ideas from the meetings. Still another new teacher explained the program's bottom line benefits: "The ideas were working in my classroom and the principal could see it when she observed and evaluated me."

Other staff felt some effects of the new teacher meetings. The administrative assistant commented that her attendance resulted in her own implementation of a few new ideas in her classroom. According to the principal, other veteran teachers seemed to increase their sensitivity to the new teachers. And, perhaps because the new teachers spoke openly about their sessions, these veterans may also have gleaned a new idea or two.

Participants' Recommendations

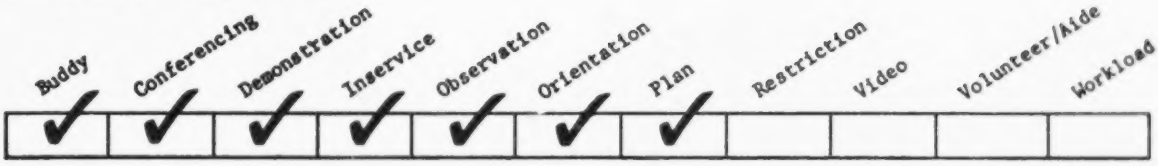
The principal regarded the Thursday meetings as a necessity rather than an option in 1985-86. She said she would use the process again if she had three or more new teachers in any future year.

Asked for the advice they would give to another school or school system contemplating a similar development activity for new teachers, the participants themselves warmly encouraged the notion. They suggested starting the group sessions as early as September in order to preclude the initial floundering they all had experienced. Otherwise, the new teachers simply emphasized the importance of retaining what they perceived as the essential features of their Thursday meetings. These essential features included a comfortable atmosphere that allowed them to reveal what their difficulties

were, concrete suggestions for application to their own classrooms, and a link between the meetings and subsequent classroom observation by the principal.

The new teachers also suggested that those interested in replicating the new teachers' meetings formalize the addition of two elements that they experienced only informally. One is the opportunity for new teachers to observe in other classrooms. The other is active participation by veteran teachers who would be able to expand the group's fund of problems and solutions from real classrooms.

Case Two



	Elementary School	Middle School	High School	Central Office	Other
WHO SPONSORS		✓			

	Experienced Teacher	Department Chair	Assistant Principal	Principal	Staff Developer	Other
WHO TRAINS		✓	✓	✓		✓

	1-15	16-30	31-45	46-60	Over 60
HOW MANY NEW TEACHERS		✓			

LOCATION: Lemmel Middle School
Baltimore City Public Schools

PROGRAM NAME: Supervisory Support Services for Non-Elected Teachers

OR...

THE CASE OF THE "HARVARD" FOR TEACHERS

The Supervisory Support Services Program at Lemmel Middle School was designed to develop the instructional skills of all 78 teachers in the building. The program was particularly intensive for "non-elected" teachers, as new teachers without tenure are known. Because non-elected teachers accounted for 27 percent of the school's total teaching staff in 1986-87, the program represented a major school-wide effort.

The 21 non-elected teachers included staff who were new to the profession as well as new to their subject matter. Ten were in their first year of teaching; six were in their second year; and an additional five teachers had switched fields: one from industrial arts to mathematics, one from business to English, and three from home economics to foreign language or special education.

Background

Context

Lemmel Middle School straddles a hill surrounded by twenty-seven acres of green fields and woods within the Baltimore City limits. The plant is vintage 1957, a conventional concrete-block building. Several unusual features in the interior, however, strike one immediately. First, an assistant principal standing in the lobby greets many of the school's 1,300 students by name. Second, the immaculate hallways are bright with banners that proclaim Lemmel as a "School for Winners." Third, the halls are virtually empty except at the beginning and end of the day. Classes are departmentalized, but students are assigned by grade level to interdisciplinary teams that occupy separate wings of the building. Thus, masses of students walking through the halls between periods are avoided, and the impression of quiet, order, and seriousness is enhanced.

Ninety-nine percent of Lemmel's students are black, of whom approximately 80 percent are eligible for the free lunch program. California Achievement Test scores for Lemmel students have risen from the 39th percentile in reading and 44th percentile in math in 1983, to the 50th and 61st percentile, respectively, in the spring of 1986.

History

Five years ago, Lemmel Middle School had a reputation for being a difficult, even dangerous, middle school. At that time, a new principal came from the central office who held strong beliefs about what schools can and should do. The new principal saw her role as that of an advocate for students. She understood that the best way to act on this belief was to guarantee the excellence of the school's instructional staff. And the way to acheive this excellence, she believed, was to give every person in the building, from the principal on down, a share in the responsibility.

Lemmel staff, including new teachers, have adopted the principal's belief that all new teachers arrive at the school able to teach. "Teaching is the bare minimum," she said, "but the minimum is not enough." The principal has made clear that she expects more than good teachers; she expects excellence, and she is willing to work to develop superior teachers.

Description

In essence, the Supervisory Support Services Program embedded support for all instructional staff in a hierarchical program of supervision. The program systematically provided review, feedback, and development through various individuals, such as department chairpersons, and through groups, such as the school's interdisciplinary teams. Although the Supervisory Support Services Program included all teachers, it individualized the amount of scrutiny and the kinds of support offered to teachers, elected or non-elected.

For non-elected teachers, all parts of the program were activated, especially in the first few months. The hierarchy operated as follows. Department chairpersons monitored the ongoing work of individual teachers and remediated some of the deficiencies they observed. The principal and vice principals supervised new teachers directly by observing, conferencing, and writing the formal evaluations that the school system requires. The principal also used her three annual goal-setting and review conferences with new teachers as another vehicle for review, feedback, and development. Vice principals supervised the work of the department chairpersons in a similar fashion as the principal supervised the vice principals. Moreover, central office supervisors provided staff development to individuals and groups of teachers as part of this review, feedback, and development program.

The sections that follow describe individual components of Lemmel's Supervisory Support Services Program for Non-Elected Teachers. Activities that are delivered one-to-one are described first. Activities that are delivered by a group to new teachers or that are delivered to new teachers in a group are described subsequently.

Individual Activities

Lesson Plan Review. During the first two months of the school year, new teachers regularly submitted lesson plans to their department heads, one week before using them. As new teachers demonstrated the ability to design appropriate lesson plans, they moved to a different schedule for lesson plan review. On this schedule, they submitted lesson plans of the previous three to four months twice a year.

Department heads, the assistant principals, and the principal successively reviewed these plans using a Lesson Plan Checklist. This checklist contains a series of questions for each section of the lesson plan, such as, "What are the students going to learn in this lesson?" and "How can I model this learning?" This semi-annual exercise concluded with a conference in which the department head or administrator delivered a written report that includes specific recommendations for improvement. If the department head deemed that a new teacher needed more help in this area than the department head could provide during the first two months, then the principal stepped in to assist.

Observations. Both informal and formal observations played a central role in the Supervisory Services Program. Observation started early in the school year--sometimes in the first week--and continued at a frequency regulated by need. New teachers underwent at least two formal and two informal observations each semester, with a conference following each. Observation was performed by the principal, an assistant principal, the department head, or a central office subject specialist, and the principal always received a copy of the observation report. At Lemmel, teachers tended to regard the observation process less as an administrative rating, and more as a diagnosis that could help them focus improvement. This outlook may be due to the combined impact of the professionalism of the observer, constructive feedback to the teacher, and a pervasive emphasis on training, all stressed at Lemmel.

Instructional Assistance Conferences. Some new teachers spent considerable time in intensive one-on-one conferences with their department heads that took place during the new teacher's planning time. Some new teachers reported meeting daily with a department head. Many stated that the conferences' frequency tapered off by the time they reached mid-year.

Instructional Assistance Plan (IAP). For new teachers who experienced difficulties that the Instructional Assistance Conferences were not able to ameliorate, department heads could recommend the development of an Instructional Assistance Plan (IAP). This plan, usually a document, was developed with the new teacher and other staff who committed themselves to work with the teacher in specific ways and on a specific timetable. In at least one instance, where administrators felt that a formal plan would threaten the teacher unduly and thus be counterproductive, an unwritten plan was in effect.

Goal Setting Conference. During the third week in September, new teachers met individually with the principal for a Goal Setting Conference. Teachers brought to this meeting their responses to the following requests for information:

- What do you perceive as goals for your classroom this year?
- List three ways you plan to enrich the instructional program for students you teach the first semester.
- List one thing you plan to do the first semester to promote interdisciplinary skills teaching.
- Describe your plans for personal professional growth for this academic school year.

The principal determined other items to cover in this conference. In 1986-87, additional topics included the importance of flexibility and high energy in middle school educators; the connection between middle school instructional strategies and students' academic, social, and emotional growth; and the individual teacher's proposal to support team goals for student enrichment and attendance.

At mid-year, the principal and individual new teachers reviewed progress on goals that were set in the fall and discussed the results of the teacher's first formal evaluation. Other issues typically covered are teacher's performance on such non-instructional duties as care of equipment and materials, and "dressing" of the classroom; relationships with colleagues, students, parents, and other community members; and personal attendance and punctuality.

Grade Analysis Conference. At the end of each quarter, new teachers again met individually with the principal to assure that they had assessed student performance systematically and fairly. Because the principal assumes that most students are working at grade level, gross deviations from this standard in their grades signalled teacher failure to her. The

principal pointed out grading patterns and their implications, and suggested instructional strategies that might produce success for more students.

Demonstrations. Department heads, assistant principals or the principal demonstrated instructional techniques in new teachers' classrooms. For example, one department head taught a new teacher's first period class for a whole week, returning during a period later each day to observe this teacher attempt to replicate the lesson she had modeled.

Focused intervisitations. New teachers typically had the opportunity to observe peers demonstrate a particular instructional methodology in the latter's classrooms. Supervisory staff members could suggest this activity or new teachers could request it. The supervisor (very often the principal herself) sometimes accompanied the new teacher. Afterwards, they jointly analyzed the observation using a form that they had developed for this purpose.

Buddy System. The principal's notion that all staff are responsible for training and support of new staff is reflected in the buddy system at Lemmel. Commonly but not universally practiced, it paired a new teacher with an experienced teacher for information or guidance on an ongoing, informal basis. In some cases, the department head, principal, or even a central office content area specialist suggested a match. In other cases, new teachers themselves selected a colleague in their department or on their team to play the mentor role.

New teachers reported that their buddies helped them in many different ways. Buddies gave them tips about how to dress the classroom; checked that tests were appropriately designed; reviewed their pacing of curriculum; and helped develop a set of emergency lesson plans. One new teacher described her relationship with a buddy with whom she conferred once or twice a week. In addition to the topics enumerated above, this buddy discussed certification and professional development with the new teacher. As the new teacher explained, "I use my buddy as a peer helper before I go to the department head. But I can go to the department head at any time." In other words, this relationship supplemented but did not supplant the formal mechanics and mandated relationships in Lemmel's Supervisory Support Services Program.

Group Activities

Orientation Meeting. New teachers' first day at Lemmel included an orientation meeting not unlike those at many other schools. This session lasted one and one-half hours and acquainted new teachers with information about school policies and procedures, as well as introduced them to their department heads and teammates.

Workshops. In late September, the principal and assistant principals initiated a four week series of staff development workshops exclusively for new teachers. Presenting each hour-long session four times to fit new teachers' variously-scheduled planning periods, the administrators addressed one of the topics below in each workshop:

- What Is Middle School?
- Reaching Out: The Advisory Program at Lemmel
- What Makes Leon Tick? (This explored middle school students' emotions, effective discipline strategies, etc.)
- Being Creative (This discussed interdisciplinary approaches to instruction.).

Team Meetings. Team meetings provided yet another occasion for staff development for new teachers at Lemmel. In these twice-weekly meetings, teams discussed instructional improvement, as well as targeted and evaluated strategies for working with students or their parents. A formal agenda guided these meetings. Each team submitted its agendas, minutes, and periodic evaluations of progress toward objectives to the principal. The principal reviewed these reports and returned them with comments.

Department Meetings. Subject area departments, too, developed annual objectives and submitted these plans to the principal. For example, in 1986-87, the social studies department focused on teaching inquiry skills, mastery learning, grouping students for instruction, and using projects for instruction. In their monthly meetings, departments usually discussed instructional methodology. Thus, departmental meetings furnished still another occasion for new teacher staff development.

Resources

Staffing

The principal was the driving force behind the development and implementation of Lemmel's program for new teachers, and she has remained actively involved in every aspect of it. The school's three assistant principals have applied their efforts to the program fully, yet in firm support of the principal's leadership. As one assistant principal declared, "We wouldn't accomplish any of this without the principal seeing herself as the chief staff developer. The strength must be at the top in order to address weaknesses at the bottom."

Counselors at Lemmel sometimes assisted in the Supervisory Support Services Support Program. For example, they frequently covered new teachers' classes when new teachers observed in other classrooms. The counselors used this time to teach part of Lemmel's special counseling curriculum, and welcomed the opportunity to do so.

The administrative staff, under the principal's leadership, have shown themselves very adept at attracting support for their program from central office resource personnel. They harnessed central office specialists in service to individual new teachers, as well as to departments as a whole. For example, a social studies supervisor attested that, over a period of three and one-half months, he made 34 contacts with Lemmel, 19 of which

involved a single new teacher. This central office supervisor said, "The principal demands excellence and expects follow-up. There is no floating off into the sunset. You do what you say you are going to do." He acknowledged that Lemmel got a great deal of his attention because the staff aggressively sought it.

Staff Training

Assistant principals and department heads at Lemmel participated in systematic staff development themselves to equip them for their supervisory tasks. One component of this administrator development was their acquisition of a buddy in another school. Their participation in Lemmel's own Administrative Council, composed of the principal and assistant principals, was another training device. Meeting monthly, the group's primary purpose was consideration of major school policy issues, but the principal made sure that the agenda also included such items as reviews of objectivity in teacher observation ratings, or discussion of current education literature as it applied to Lemmel.

The principal also trained new assistant principals and department heads in observation techniques. This training sequence started with the principal and an assistant principal both observing a teacher and comparing ratings. The assistant then attended a post-observation conference, and eventually assumed the lead in observing, rating, and conducting conferences for a cohort of teachers. The principal continued to monitor the assistant principals' work in this area, however.

The principal trained new department heads during individual meetings held as frequently as six to eight times a quarter. The agenda for these meetings grew directly out of the cycle of tasks that the department head must perform. At least three times a year, the principal wrote an evaluation of individual department heads' progress toward annual goals.

Assistant principals also trained department heads. As one department head confided, "In my previous school, as department head, I was never allowed to observe. I didn't know how. Here, the vice principal went with me and trained me in observation techniques." In addition, assistant principals served as the day-to-day supervisors to department heads. Not only did they keep their doors open to provide necessary assistance, but they also encouraged establishment of buddy relationships with fellow department heads. A department head ringingly endorsed the supervisory training available to them at Lemmel. "Once we leave Lemmel," she asserted, "we can take over any supervisory position anywhere."

Costs

Lemmel does not rely on cash outlay to sustain its Supervisory Support Services Program. The reason is that the program used staff assigned to cover specific components or used slack resources, such as team members or counselors to cover classes during new teachers' observation visits to other classrooms. The principal pointed out, though, that an infusion of $20,000 or so, earmarked for Lemmel's supervisory program, would greatly assist her in addressing still unmet staff development needs. She has occasionally sought foundation grants for this purpose.

The Supervisory Support Services Program does cost a great deal in terms of staff time. The principal and vice principals allotted fully one-third of their time to managing and participating in the program in 1986-87. The amount of time department heads allocated to supervision depended, in part, on the size of their departments. Those in charge of large departments were assigned reduced teaching loads to accommodate their supervisory duties.

Perceptions of Effectiveness and Effects

New teachers at Lemmel seemed to agree on three things about the Supervisory Support Services Program:

- it is demanding
- you get a lot of support
- it's worth it.

Demands. New teachers were very aware that their assignment to Lemmel automatically enrolled them in a rigorous training program whose high standards and expectations were well known throughout the school system. The program's difficulty was also widely known. For example, one new teacher reported that colleagues at her previous school, on learning that she had been assigned to Lemmel, warned her to request an immediate transfer.

New teachers soon discovered for themselves the stresses of measuring up at Lemmel. In the words of one:

> I find the details of evaluation very taxing. We have so many responsibilities: the way we keep records, progress charts on each student, keeping track of all the bulletins we receive, my weekly instructional assistance meeting, in addition to conferences on our routine observations.

Several new teachers commented on the tension they felt between actual performance of their job and the many forms of documentation that the Supervisory Support Services Program required. As one remarked, "My biggest challenge has been time management, balancing my time between teaching and doing all the paperwork."

Support. Repeatedly, new teachers referred to the program as a support system, rather than one that policed or punished them. Teachers have apparently accepted the demands at Lemmel because support was available to them. This attitude is promoted by two factors. First, Lemmel's high expectations for new teachers mean that even the most experienced teacher who transfers into the school will need help, so no stigma attaches to asking for help. Second, the expectation that the individuals and groups that surround new teachers will provide support is thoroughly embedded in their job descriptions and mandates that no stigma attaches to getting help at Lemmel either. "I never feel as if I am imposing on anyone," a new teacher told us, "and I never feel inadequate when I ask for help."

New teachers testified to the fact that various individuals and groups did provide assistance. Speaking up for department heads and administrators, one new teacher said, "My supervisors are never too busy for me. Someone needs to guide you, and be there. They provided help I didn't even know I needed." The constant evaluation of teachers, both as individuals and as members of a department or a team, fosters an interdependence that provides an additional impetus for veteran teachers to help new ones. One new teacher explained, "Team members are the first ones you can go to. There is always a person in the team who will make him or herself available to you. This support is almost a necessity for the team to survive."

Results. The hard work, coupled with plentiful support, paid off for new teachers at Lemmel. "I don't mind the work if positive results come out of it," an experienced teacher who was new to the system said. "If you meet the administrators halfway, you'll be a good teacher."

New teachers almost universally communicated that they valued highly what they have experienced through the Supervisory Support Services Program. One participant described Lemmel as a lab for learning. Another said, "This is the Harvard of middle schools for teacher training."

Despite the support, there are new teachers every year who do not measure up to Lemmel's standards. The principal estimated at mid-year that she would recommend against rehiring five of her 21 non-elected teachers. Thus, her insistence on high standards continually incurs the cost of training the next round of recruits. This constant drain on her time and energy has worn the principal down, she acknowledged. She has even lodged a grievance with the school system administration to protest systemwide policies that create vacancies on her staff that are not related to teacher competence.

The new teachers who have passed successfully through the training experience expressed both pride and loyalty. As one new teacher declared, "If I do leave Lemmel, I can handle anything, anywhere." Another teacher, new to the school and to her subject matter, recounted running into her former principal. Aware of Lemmel's rigorous induction program, he chuckled, "Well, are you ready to come back to your old school now?" The teacher didn't hesitate. "Oh, no," she replied. "Never!"

Participants' Recommendations

Few participants made recommendations for changing the Supervisory Support Services Program at Lemmel. Those who did suggested either maintaining adjustments already in place or expanding the program slightly. An example of the former comes from a teacher's comment that the problem of an "overwhelming amount of paperwork" was being adequately addressed through training in time management and multiple forms of peer support. An example of the latter comes from the principal's comment that, hearing herself and her staff describe the program, she now had decided to add group meetings of department heads and of all new teachers to the Support Services Program.

Case Three

Buddy	Conferencing	Demonstration	Inservice	Observation	Orientation	Plan	Restriction	Video	Volunteer/Aide	Workload
✓	✓									

	Elementary School	Middle School	High School	Central Office	Other
WHO SPONSORS			✓		

	Experienced Teacher	Department Chair	Assistant Principal	Principal	Staff Developer	Other
WHO TRAINS			✓			

	1-15	16-30	31-45	46-60	Over 60
HOW MANY NEW TEACHERS	✓				

LOCATION: North Caroline High School
Caroline County Public Schools

PROGRAM NAME: New Teachers Conferencing Program

OR...

THE CASE OF THE GOOD GUYS

As the principal contemplated the upcoming school year at North Caroline High School in 1985-86, he saw much that was new. He himself was new to the principal's job, although he had spent his entire 13 years in education at the school. One of his two assistant principals was new to the job and to the building. Twelve of his 51 teachers were new in that they were non-tenured; and of the 12, 6 were brand new to teaching.

The principal had formulated some ideas about how he wanted to organize his administration and which instructional issues, such as lesson planning, he wanted to stress with the whole faculty. He had also decided that he needed to monitor closely the classroom performance of the new teachers. At the same time, he realized he needed to make their teaching environment attractive enough to overcome the County's acknowledged low salaries and the community's relative lack of excitement for young professionals. How, he wondered, could he accomplish these apparently incompatible goals?

His solution was to designate the two assistant principals as "mentors" for his new teachers, and to provide a structure for their contacts with the new teachers. The assistant principals liked the plan when the principal proposed it at a planning meeting in August. The proposed structure provided for a schedule of regular, individual conferences between the assistant principals and new teachers assigned to them and completion of the "Weekly Report Form for Untenured Teachers," a document that new teachers were to fill out before each conference. The principal explained the process to new teachers during their orientation day at the school site.* The plan took effect the very first week of school.

Background

Caroline County is the sole land-locked county among the nine counties on Maryland's Eastern Shore. It contains about 25,000 people in its 325 square miles. Made up of small towns and villages, the county's largest community is Federalsburg, with a population of just under 2,000. Like other Eastern Shore counties, the area's economic base rests primarily on agriculture and related fields such as grain production, food processing, and trucking. Some residents work in local light industry, while others commute across the state line for work in larger Delaware enterprises.

The median household income stands well below the state average, and unemployment, at about 10 percent, stands well above the state average. County-wide, about 75 percent of students' fathers and 85 percent of mothers have terminated their formal education with high school.

Description

The assistant principals divided nine new teachers between them, one taking responsibility for six first-year teachers, the other taking three second-year teachers. They exempted three new teachers whom they felt did not need to participate. The assistant principal, who worked with first-year teachers, scheduled their conferences more frequently and relied more heavily on the weekly report form than did the assistant principal, who worked with second-year teachers. However, both administrators tended to relax the frequency and formality of their meetings with new teachers as the year progress. The sole exception was a teacher whose classroom difficulties dictated an increase in the rate and amount of assistance she received over her first (and only) year at North Caroline High.

Weekly Report Form. This two-page form guided discussion at the new teacher conferences. The form first instructed the teacher to bring weekly lesson plans, and provided a five-point outline of a lesson plan's components. The form then asked the new teacher to describe the strong

*In 1986-87, the assistant principals presented the program at the new teachers' orientation.

points and areas of concern in the week's lessons, and any classroom management problems the teacher had encountered during the week. The final question directed the new teacher to "detail strategies you feel may be effective in reducing these classroom management problems." The form provided space for administrators' comments.

The assistant principals collected the forms and kept them over the year, but the forms did not become part of new teachers' permanent personnel files. The assistant principals sometimes noted on the form the suggestions they made to the new teacher. They also periodically reviewed each teacher's accumulated weekly reports in order to check that earlier concerns were not lingering, unattended. The principal also reviewed the forms weekly as a means of informing himself about new teachers' problems and progress.

Conferences. New teachers had the option of selecting when the conferences would be held: before school, after school, or during their planning periods. Most chose their planning periods, and meetings were generally held in the assistant principal's office. The frequency of meetings varied with the individual. First and second-year teachers began the year by meeting with an assistant principal once a week. In November, the assistant principal inaugurated bimonthly conferences for some first-year teachers, while others continued weekly. Between January and March, all but one first-year teacher had switched to the bimonthly schedule which held for the remainder of the year. The other assistant principal involved the three second-year teachers in weekly conferences until February. After that, they switched to one meeting every two to three weeks. In some cases, it was the new teacher who proposed altering the schedule.

The assistant principals used the weekly report form either as a specific agenda or as a more general framework for discussion during the conferences. Both assistant principals employed what one teacher termed "a Socratic method that did not grill or drill." This method entailed asking the new teachers questions similar to those on the weekly report form in order to develop the teachers' own capacity for analyzing lessons and classroom dynamics. According to a then first-year teacher, the assistant principals also asked about general complaints or problems, how formal observations by the principal and subject area supervisor were going, and if new teachers still liked teaching there.

Early in the year, standard topics for the conferences with first and second-year teachers were lesson planning and management issues. The content of the discussions therefore emphasized writing objectives and organizing proactively the classroom's physical space and routines. Classroom discipline issues also came up regularly in the conferences with the first-year teachers.

Also standard in these conferences were positive feedback and guidance to the new teachers. As they did in their discussion of the incidents that new teachers cited in their weekly reports, the assistant principals framed this guidance as suggestions that new teachers could adopt or not. New teachers invariably quoted them as saying, "You might have better luck if you try this..." or "Another way you might want to approach this problem is...."

The stress on lesson planning was reflected in many of the suggestions the assistant principals gave. As one of the assistant principals said, "We

mainly tried to simplify, to explain things as common sense because new teachers feel overwhelmed. They come in [to our conferences] and want to cover this and cover that. We say to them, 'What is it you want kids to accomplish at the end of a 50-minute period?'"

Other suggestions related to the principal's policy on grading, a policy that focused on teachers' level of expectation for students, and appropriate curricula and materials. In one instance, the assistant principal guided a new teacher through an exercise of eliciting from students what their goals were and comparing these to the teacher's goals for them, and then using that information for matching curriculum and materials. As a result, when that new teacher finally turned to the County's curriculum guide, he declared it a useful tool that eased his work from that point on.

Assistant principals included specific suggestions and directives within the context of their Socratic questioning and giving non-directive counsel. Examples include their suggestions to write the lesson's objectives on the board and utilize the bulletin boards to further those objectives; to give students ten minutes to start their homework in class; to document an unruly (currently jailed) student's behavior to facilitate a referral; to use particular tests and quizzes as diagnostic tools; and so on. In the rare instance that they could not come up with a suggestion on the spot, they asked the principal or veteran teachers in the building for ideas, and followed up with the new teacher later in the day. "Even if you didn't get all the answers during the conference, you knew the matter was in motion," related one new teacher.

In addition to specific suggestions for activities, the assistant principals passed along materials, such as films for a new civics course (accompanied by suggestions for how to incorporate it in the curriculum), and professional readings. The principal conveyed a number of points he wanted to make through readings that he located and circulated to new teachers via the assistant principals.

Over time, the conferences for most of the new teachers lost their formality and focus on detail. The second year of the program for one new teacher, for example, consisted of bimonthly conferences in which he and the assistant principal looked at a unit or a whole semester's work, rather than individual lessons. The assistant principals continued to provide suggestions when asked, however.

The assumption that underlay the new teacher development program at North Caroline High School was that assessment and assistance must appear to be divorced for new teachers. New teachers always see a principal in an evaluative stance, the administrators reasoned. Help for new teachers would therefore have to come from those who were not so thoroughly associated with evaluation, and who could assume a non-threatening, helping stance.

In essence, the vice principals used "mediative feedback" as defined by Garmston* as their prevailing method for helping new teachers. This method

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*Robert Garmston, "How Administrators Support Peer Coaching," Educational Leadership, v. 44, n. 5 (February, 1987), p. 24.

shuns dictating to new teachers both the errors the coach may have detected and the necessary palliatives. Instead, the vice principals consistently practiced ways to empower new teachers to become analysts of their own classrooms.

"The principal doesn't want to step in and tell them what to do, though he could," one of the assistant principals explained. "So we tend to ask why a new teacher is doing something and to ask the new teacher to assess it." A group of new teachers gave their version of this coaching philosophy as: "It is OK to make mistakes. Just be aware, keep re-evaluating yourself, and try something else." They further emphasized their awareness that the administrators were working with them through this process.

Resources

Staffing

The assistant principals provided most of the direct service to new teachers through the regularly-scheduled conferences. The principal participated indirectly for the most part, although he played an important role in the program and invested substantial time in it. His participation consisted of reading the new teachers' weekly report forms, and engaging in formal and informal discussion with both assistant principals. When needed, the principal acted on this information to search out relevant readings or to provide direct remediation to a new teacher.

In 1986-87, the program's second year, the administrators gave less attention to it than they did the first year. For example, the weekly report forms used this year still bore last year's date. The reason for the program's diminution is two-fold: a smaller number of first-year teachers and decreased need among the second-year teachers.

The program made no use of the school system's central office personnel. Likewise, department heads and other veteran teachers played no formal part in the new teacher program at North Caroline High. Department heads carry full teaching loads, and therefore are not asked to provide substantive new teacher development.

Staff Training

The administrators received no specific training for this new teacher development activity. They made use of three general sources of training, however. One source of training was the amalgam of regional and state inservice activities to which they had been exposed at some time during their administrative careers, that had sharpened their conferencing skills.

Another source of general training was the administrators themselves. The principal and assistant principals communicated constantly. They briefed and debriefed each other about their contact with all teachers, and made discussion about their new teacher conferences part of their daily and weekly review sessions. In addition, the two assistant principals used new teachers

through whom they picked up their couterpart's ideas secondhand. This occurred, for example, as a new teacher transacted discipline business with one assistant principal and then brought these ideas to the new teacher conference with the other assistant principal.

Finally, veteran teachers acted as a third source of training for administrators in the new teacher conferencing program. This took place on an ad hoc basis, as the assistant principals solicited them for solutions to the classroom problems of new teachers.

Costs

The only cost outlay that may be attributed to this program is for occasional duplication of reading materials for new teachers. That cost is negligible and has been absorbed in existing site budgets.

The cost in time for the principal and assistant principals is not negligible, but they have incorporated the conferences with new teachers into their regular work load. The assistant principal who in 1985-86 served as mentor for six first-year teachers reported that this duty demanded four to five extra hours each week. The other assistant principal spent less time with the second-year teachers whom he saw regularly. The difference in time that the two assistant principals spent in conferences may be attributed to several factors. Not only did the one assistant principal have fewer teachers in his portfolio, but he began the conference program with a full year of experience working with the new teachers assigned to him. Moreover, he came into frequent contact with new teachers because he was in charge of student discipline. That contact coopted a major agenda item for the conferences.

Perceptions of Effectiveness and Effects

As proof positive that the mentoring program works, administrators reported that the weekly conferences increased teachers' candor with the administration. For example, when a new teacher in frustration called a student "a dirt bag" and feared that the students' parents would be calling her to account, she related the whole incident to the assistant principal. The school then initiated appropriate action. The assistant principals concluded that the year's worth of conferences allowed that teacher to seek help from them on even this embarrassing problem. She probably would not have gone to the principal, who was due to evaluate her shortly.

In addition to fostering openness and enhancing the relations between new teachers and administration, the conferencing program helped accomplish other goals. It strengthened the loyalty of new teachers to the school and to the school system, according to the assistant principals. And the program provided a vehicle for imparting their philosophy to new teachers, who may not even have been aware of it.

Administrators also offered negative proof about the program's effectiveness. The administrators asserted that the records the program generated were strong enough to support the decision not to renew one first-year

teacher's contract. Similarly, they claimed that the program identified and dealt with new teachers' weaknesses as early as the first week of school. These weaknesses would otherwise not have been discovered until October, if then, they claim.

New teachers offered strong confirmation for the administrators' perceptions about the effectiveness of the program. Between those who were interviewed and those who completed a mail survey, we contacted 100 percent of new teacher participants currently on staff. They universally agreed that North Caroline's mentoring program was effective.

On the conferences as a mechanism to provide emotional support and social bonding, teachers new to the profession commented: "You feel that the administrators are there to help you." "You feel free to go to them; they want you to go to them." "It felt good to spill everything...A lot had to do with putting it on paper and getting it out so it didn't feel so pressure-packed any more." Teachers who transferred into the system echoed these views. One derived the program's chief purpose as "to make me feel at home."

On the conferences as a vehicle for monitoring--and improving--classroom performance, new teachers said: "The conferences really help you evaluate your teaching." "The assistant principal gives you lots of ideas...I've learned so much." "The program was very effective because it provided positive and negative feedback without someone sitting in the classroom. It also made me more comfortable in receiving feedback from actual in-classroom observations. It was nice because they focused on the same things."

The assistant principals' method of suggesting ideas that new teachers could use at their own discretion communicated to new teachers the confidence that they were capable of making judgments about their own teaching. This method also strengthened a sense of collegiality between these administrators and the new teachers such that one teacher even characterized the program as help from experienced teachers.

As to other effects that the program created in the school environment, the assistant principals noted that the program bridged a communications gap that had separated the administration from teachers, and teachers from each other, at the school. A new teacher remarked on the spirit of cooperation that now pervaded the school so that most experienced staff members willingly shared materials and ideas with new teachers. The mediative feedback method may also have taken hold through new teachers' adoption of it. At least one reported using the method regularly with a colleague during their common prep period.

Administrators and some teachers made special mention that the conferences provided a vehicle for communicating school policies and procedures. For example, the administrators said, "Here, we give kids lots of chances to succeed. We don't want teachers telling students, 'It's my way or the highway.'" First-year teachers probably absorb such information without realizing they are being indoctrinated into the North Caroline way.

In contrast, new-to-system teachers recognized the utility of the information the administrators imparted in the conferences, and welcomed the opportunity to get it.

The principal designed the program to embody several facets of administrative philosophy. He intended from the beginning to establish both assistant principals as instructional leaders. Therefore, funneling support to new teachers through the assistant principals put a double win on the scoreboard.

Participants' Recommendations

New teachers were asked to suggest changes that might improve the program. One suggested the addition of a blank space on the weekly report form for "a comment of the week" that might air concerns or problems not otherwise elicited. Another teacher raised the possibility that the assistant principal supplement the meetings with more frequent classroom observations to find out "first hand what's going on."

The assistant principals recommended that interested schools try to implement a program based on their model. They suggested maintaining the program's support emphasis and delivering the service in a way that clearly removed evaluation from it. They endorsed use of something like the weekly report form because of its utility in focusing conferences and tracking people and problems, especially when administrators are unfamiliar with a large group of new teachers. They also counseled maintaining the program's flexibility by keeping it school-based, away from centralized control and possible standardization by the school system.

To new teachers in other schools where North Caroline High's model might be implemented, one graduate of the program advised: "Take full advantage of it. Be as honest with [the administrators] as you can. Unload on them at times. That's why they're there. They want to know how you feel and how things are going in your classroom."

Case Four

Buddy	Conferencing	Demonstration	Inservice	Observation	Orientation	Plan	Restriction	Video	Volunteer/Aide	Workload
	✓					✓				

	Elementary School	Middle School	High School	Central Office	Other
WHO SPONSORS	✓	✓	✓	✓	

	Experienced Teacher	Department Chair	Assistant Principal	Principal	Staff Developer	Other
WHO TRAINS			✓	✓		✓

	1-15	16-30	31-45	46-60	Over 60
HOW MANY NEW TEACHERS				✓	

LOCATION: Calvert County Public Schools

PROGRAM NAME: Differentiated Teacher Evaluation and Staff Development Program

OR...

THE CASE OF A SCALPEL, NOT AN AX

"A scalpel, not an ax." That's how the Assistant Superintendent of Instruction described Calvert County's Differentiated Teacher Evaluation and Staff Development program for new teachers.* The program gives administrative and supervisory staff the tools to help more new teachers stay instead of chopping off those whose performance is in need of improvement.

The tools consist of a process for frequent observation in new teachers' classrooms, and collaboration among central office supervisors, building-level administrators, and new teachers themselves.

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*Dr. Glatthorn explained that the term 'differentiated' refers to "major differences between rating and development, [and] between standard and intensive processes" (personal communication, 6/2/87).

The program is known by several names: the observation and evaluation model, the Glatthorn model, or the Calvert model. Despite its multiple names, the program's purpose is singularly clear to all participants. Its aim is to develop new teachers' proficiency in Calvert County's curriculum and 13 essential teaching skills.

Background

Context

Calvert County is a fundamentally rural area where tobacco farms are being turned into subdivisions that act as a bedroom community for Washington, D.C. An influx of high-income suburbanites has introduced a complex of new pressures into the educational system. Not only has student enrollment increased ten percent over the past two years, but the parents of the new students have made known their desire for high educational standards.

Sixteenth out of Maryland's 24 counties in student enrollment, Calvert claims to have little trouble attracting qualified new teachers to meet its demand. One reason is its beginning teacher salary, reputed to be the second highest in the state. Another reason is that Calvert's policy--unlike that of neighboring counties--allows a teacher who transfers into the system credit for the full number of years of previous teaching experience, which results in higher placement on the salary schedule. Finally, the community supports its schools well. Revenue from the BG&E nuclear station situated in the county has kept the tax rate low, and the county has accepted school budgets as submitted for seven years in a row.

History

A prior attempt to reform supervisory practices had been made in Calvert County in 1978. According to an administrator, that initiative foundered because it lacked a comprehensive vision and neglected the background legwork. The current effort appears to have rectified the errors of the past.

Patiently brought into being since January, 1985, the Calvert model was in its second year of operation in 1986-87. The patience and shared expectations that characterized the program at this point, however, were not in evidence even three years earlier. In fact, the model was born out of "disgruntlement" and confusion over the relative contributions of central office supervisors and building-level administrators to tenure decisions for new teachers. The conflict surfaced vividly in a needs assessment of administrative and supervisory staff conducted in 1984. Fully 70 percent of open-ended responses from administrative and supervisory (A&S) staff pointed to a need for better understanding between supervisors and principals about their respective roles, and a need to work as a team.

At the time, all A&S staff were required to meet a quota of making one observation a day. They reported their number of classroom visits to the Directors of Elementary, Secondary, or Special Education, and the appropriate director published the record. This practice had been instituted in 1982 on the premise that the presence of supervisory personnel in classrooms

would automatically improve teacher performance. In January, 1985, however, the administration reconsidered what many A&S staff objected to as a mechanistic approach to evaluating teachers. Dr. Allan Glatthorn, a consultant from the University of Pennsylvania, was then invited to act as a catalyst for a discussion of roles by the "frustrated but committed" A&S staff. The first meeting took place later that spring.

Early in the sessions that the consultant moderated, A&S staff sketched out key elements of the current model, especially the provision that supervisors would contribute to principals' rating of teachers. Subsequent review by a group of twenty-five teachers added the element that certain observations would not contribute to a teacher's permanent record. Revisions of the model continued as A&S staff began training in the 1985 summer inservice. Initially conceived for use with all teachers, the model was readied instead for inauguration with new teachers (and experienced teachers who were identified as having specific deficiencies) only. This change is attributed to the Superintendent, who advised shaking out the model through intensive application to new teachers and later inclusion of experienced teachers as well. Accordingly, A&S staff presented the plan to new teachers for the first time at the fall orientation in 1985.

Description

The overall goal of the model was to improve instruction in the classroom. The Assistant Superintendent for Curriculum described the series of subgoals through which this overall goal is accomplished:

1. to make explicit all facets of the managerial responsibility for rating new teachers

2. to diagnose what new teachers need to improve

3. to promote teacher involvement in the prescription; to make supervisory relationships less threatening and more workable; and to make the process more humane for all staff

4. to find effective interventions for remediation.

The concept of teamwork in evaluation and staff development was central to Calvert's model. Building-level administrators and central-office supervisors now regarded and presented themselves as a team to new teachers. Each recognized the strengths the other brought to the team's monitoring and diagnosing tasks. Especially at the secondary level, building staff could think of themselves as generalists and supervisors could think of themselves as specialists--both of whose insights were needed to assist new teachers. Moreover, new teachers themselves were understood as partners in the process of fashioning staff development strategies responsive to evaluative judgments that supervisory staff make.

The Differentiated Teacher Evaluation and Staff Development model utilized intensive classroom observation by central office supervisors and building-level administrators as the basis for the evaluation and development of new teachers. The model specified a sequence of events, the

documents to record some of those events, and the roles of participants who are responsible for them. The program is described in a handbook that was distributed to new teachers at the fall orientation, and then was reviewed in detail with each teacher by the principal and supervisor, often within a week after school started. The program dictated certain deadlines but left the actual timing up to supervisory staff. The events, documents, and roles in the model are described below.

Observations

Three types of observation are made: informal observations, non-rating observations, and rating observations, as defined in the Calvert County Professional Development Program Handbook for Educational Leaders, 1987.

- Informal observation. A process by which an administrator or primary supervisor makes brief classroom visits to keep informed about curriculum, instruction, and other relevant aspects of the school's operation. Typically the informal observation will last from 5 to 15 minutes and need not be followed by a conference (p. 9).

- Non-rating observation. A systematic observation of instructional performance conducted primarily for the purpose of observing teaching in order to help the teacher improve. The standard observation instrument is not used. Although the observer may see fit to make notes about the observation, those notes are intended only for the observer's use in analyzing teaching and conducting the post-observation conference. They will not become part of the official personnel record. The observer making a nonrating observation will inform the teacher of the purpose of the observation prior to or at the beginning of the observation (pp. 8-9).

- Rating observation. A systematic observation of instructional performance conducted primarily for the purpose of evaluating performance. The rating observation should last at least 30 minutes and use the standard observation instrument...(In secondary schools the rating observation should desirably encompass a class period, and in elementary schools a complete directed teaching activity.) The observer making a rating observation will inform the teacher of the purpose of the observation prior to or at the beginning of the observation (p. 8).

At least two formal observations precede each of three evaluations that new teachers receive in the course of a year, with supervisors and building-level administrators each making at least one of the two. A copy of the rating form is also given to the teacher and to the observer's complement--to the principal, if the observer is the central office supervisor; and vice versa.

Rating Observation Form

On the Rating Observation Form, the observer was to check off Satisfactory ("S"), Needs Improvement ("NI"), or "Not Assessed" ("NA") for

each of the 13 essential teaching skills, and four supporting skills.* The form also provided room for notations on "observations supporting ratings," "special strengths observed," "recommendations for improvement," and "teacher comments." Neither observers nor teachers consistently filled in the open-ended comments invited in these spaces. A small sample of rating forms we reviewed included recommendations that pinpointed desired teacher behaviors such as the exhortations to "develop the use of non-verbal signals to control behavior" and "use a step-by-step approach with check points after each step."

Allocation of types and numbers of visits depended somewhat on the principal, whom the program has designated as in charge of such visits. Most A&S staff made more non-rating observations than rating observations, though. For example, one principal routinely visited new teachers for three to five non-rating observations of about 30 minutes each and three rating observations prior to the first evaluation. Some vice principals reported being assigned to make more informal than rating observations** as their part in the model, but they were also able to follow-up with feedback and assistance for new teachers outside the specified requirements of the model.

Protocols

Protocols are sets of materials keyed to the essential teaching skills that are designed to assist supervisory staff as they review new teachers' performance and recommend strategies and resources for improvement. Each protocol contained general questions and answers about the nature and rationale for an essential skill, references to publications on the subject, and suggestions for the teacher or the supervisory staff to undertake for improvement.

Professional Development Plan

A principal and supervisor conferred in writing an evaluation, and jointly composed and presented their draft of the Professional Development Plan to a new teacher, who also participated in developing it. Major

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*The 13 essential teaching skills are: (1) chooses appropriate content; (2) presents content in a way that demonstrates mastery of subject matter; (3) paces instruction appropriately; (4) creates desirable learning environment; (5) communicates realistically high expectations; (6) uses instructional time efficiently; (7) keeps students on task; (8) provides organizing structure; (9) uses appropriate strategies and activities; (10) ensures active participation; (11) monitors student learning; (12) questions effectively; and (13) responds effectively. The four supporting skills are: (1) allocates instructional time to reflect curricular priorities, makes appropriate plans; (2) uses tests consistent with instructional objectives; (3) grades student learning fairly, objectively, validly; and (4) provides instruction related to specified curricular goals.

**Observers could give similar feedback for informal as for non-rating observations.

responsibility for carrying out the plan rested with the central office supervisor.

Each new teacher's Professional Development Plan was to be finalized by October 15. The Plan focused on interventions to achieve the desired behaviors and/or objectives that are adapted from the skills listed on the rating form. The written Plan left space for a listing of "Skills to be developed" and "Strategies and resources to be used." This form directed evaluators to project dates for the accomplishment of each recommended strategy.

The development of a Professional Development Plan was in some measure negotiated between a new teacher and the supervisory staff. While teachers could not unilaterally delete items, they could add or suggest modifications to those put forward by the supervisory team. In some cases, the supervisory team simply invited reactions to their draft. In other cases, the supervisory team encouraged new teachers to bring their own suggestions for the Professional Development Plan to the evaluation conference. Although not all suggestions that teachers proffered for the Professional Development Plan were accepted, they were given a hearing. For example, one teacher reported that she suggested visiting another school system's staff development center to strengthen her skills in a certain area. Her supervisory team substituted a visit to another classroom within Calvert County.

The specificity and individualization of professional development activities varied within and across Professional Development Plans. Both Skills and Strategies sections were tailored to individual new teachers' needs but could represent selections from an evaluator's standard repertoire. The examples below reproduce those sections from two plans. Although they were the work of two different teachers, two different principals, and one supervisor, they demonstrate standardization within variation.

Skills to be developed for Teacher A:

- demonstrates general curriculum mastery
- plans lessons that actively engage students throughout the period
- chooses content and teaching strategies appropriate for the learning level of each class of students
- keeps a written objective visually displayed for all classes.

Strategies and resources to be used for Teacher A:

- weekly conference with principal and/or supervisor
- critique of [specific] curriculum [by a certain date]
- lesson plans to be kept in a binder (for purposes of review).

Another new teacher's Professional Development Plan calls for:

Skills to be developed for Teacher B:

- monitors student behavior--preparation time, instruction time, clean up time
- demonstrates curriculum mastery.

Strategies and resources to be used for Teacher B:

- weekly conference with principal and/or supervisor
- critique of [specific] curriculum [by a certain date]
- visit to another [content area] teacher's classroom [by a certain date]
- coaching by principal and supervisor.

The range of strategies and resources suggested in Professional Development Plans may be gleaned from the following examples that a sample of new teachers reported. While commonly-recommended strategies were visits to other teachers' classrooms, conduct of a grade analyses, and critique of particular curricula, more unusual strategies included:

- team teaching with the supervisor for several days to reduce students' fidgety behavior during reading group time
- asking another teacher for ideas
- learning from the supervisor ways to increase motivation of students who are achieving below-grade level
- keeping a log of effective and ineffective instructional approaches attempted
- preparing a general year-long plan for instruction.

Evaluation of New Teachers

Collaboration between the supervisor and principal continued after the Professional Development Plan had been formulated. At least twice more during the year, central office and building-level administrators were required to share the oversight of new teachers by again observing and evaluating them, reviewing progress on their Professional Development Plans, and, in March, arriving at a re-employment recommendation. Moreover, although supervisors had charge of executing plans, the strategies for improvement listed on the plan could involve building-level administrators.

Resources

Staffing

Principals and supervisors served as primary staff for observing, rating, and assisting teachers, with vice principals acting as seconds at the discretion of the principal. A trio of central office directors mediated when principals and supervisors disagreed over evaluations, and signed off on requests for substitutes related to Individual Professional Development Plans. The Assistant Superintendent of Instruction approved these requests for substitutes, a minor role compared to his major role in introducing the idea of the model and maintaining the momentum of its development. An additional spur to progress of the model in Calvert County was the superintendent's clear support. Also, the external consultant provided the model's conceptual framework, successive refinements, and user training over a two-year period. The school system's relationship with this consultant was expected to terminate in June of 1987, marking the end the model's development phase.

Staff Training

Working sessions for A&S staff to develop the model and to steer it through early implementation have been held with the consultant once every three to four weeks for two hours each. Principals and supervisors met together, with separate sessions for vice principals added in the second year. These sessions have merged program development and skill training for supervisory staff. For example, development of the protocols presented some insight into research supporting teacher evaluation. Further, videotapes of teacher performance that administrators viewed to validate the 13 essential criteria enabled them simultaneously to practice observation skills. Other sessions were devoted exclusively to training, on enhancing conferencing skills, for example. Feedback on the emerging model, subsequent revision, and discussion were featured in most sessions.

Participants characterized the training associated with the model as relatively long on description, and relatively short on instructor modeling of skills, and feedback to A&S staff as to their proficiency in these skills. Thus, the facility with which some have executed the model has depended on training from other sources, such as the Maryland Professional Development Academy and other Maryland State Department of Education activities.

Costs

Carrying out the model takes time, A&S staff readily acknowledged, but individuals varied in their account of how they measured it. For example, one principal reported making 70 non-rating and rating observations between September and early February for the four new teachers on his staff. Another principal, also with four new teachers, spent a total of six

workdays in the same period, while a central office supervisor estimated that the model took 25 percent of her time.*

The amount of time spent may have varied systematically by role, however. One principal related that the new system has engaged him in as many classroom visits as did the old, although the new allowed him officially to count non-rating observations in his tally. He surmised that the new system has decreased the number of visits that a typical central office supervisor made to a new teacher, though, because non-rating observations presumably had less utility for supervisors, and because the old system's quota of one observation a day, no matter what, was lifted.

Perceptions of Effectiveness and Effects

Several A&S staff commented to the effect that the model "is not yet home," but has come about three quarters of the way to realizing the potential envisioned for it. They regarded that vision as still taking shape, a judgment shared by a number of Calvert's probationary teachers whose classroom performance fell under the scalpel of the model. They all expected that further experience will modify and improve it.

To ascertain new teachers' perceptions of the Differentiated Teacher Evaluation and Staff Development model, six new teachers were interviewed and usable questionnaire data was received from 45 of the system's 53 probationary teachers in 1986-87. One third of these were in their first or second year in the profession, and two thirds were new-to-system or new-to-assignment but had from three to 18 years' experience in the profession.

New teachers first of all confirmed that the collaborative observation, evaluation, and professional development planning process was in place in Calvert County. Even a staff member hired during the school year, within one month of starting, had been observed once each by the principal and the supervisor, and had participated in the creation of a professional development plan.

New teachers generally responded favorably to observations by A&S staff, despite some prior warnings from colleagues in other school systems about their seemingly excessive number and the message from some veteran

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*Another supervisor furnished a detailed breakdown of time and tasks. Noting that he regarded himself as particularly conscientious in his execution of the model, he reported logging two to three visits a month to each new teacher in his subject area. He typically spent a quarter of an hour for the pre-observation conference, three-quarters of an hour for the observation itself, an hour for the post-conference with the new teacher, another hour for a debriefing with the principal, and yet another hour for writing the "tentative" Professional Development Plan and discussing it with the teacher.

teachers in Calvert County that the model consisted only of "paperwork." When we contacted Calvert County's new teachers at mid-year, they reported having been observed from six to ten times each. Several admitted that frequent observation had intimidated them initially but asserted that they now found the level "reasonable."

According to new teachers and to A&S staff, a uniform picture emerged: the model has furnished a vehicle for support and encouragement of new teachers. The information that we collected from new teachers points to their belief that the model was there to help them become better teachers. For example, a high school teacher reported that the program "provided feedback and encouragement in the midst of difficult...changes that helped better my teaching." A middle school teacher wrote: "The support, the encouragement, the 'ear' I have had here [have] been warm, uplifting, respectful, and deeply appreciated...I can count on follow-up, and follow-up to that."

The Differentiated Teacher Evaluation and Staff Development model may have created an unanticipated positive side effect. Although the model did not include the assistance of veteran teachers as a formal component, more than a few new teachers underscored the fact that their teaching peers in Calvert County supported them, too. As one teacher put it, "The school system has helped me in every way and more. Administrators and teachers...were always around when I needed to talk."

New teachers described features that suggest what made the Calvert County model work for them. One such feature was the clear communication of supervisory staff's expectations for new teachers. Said one: "It helps you know what is expected up front." Said another, "It helped me tune into what the supervisors are looking for."

A second feature that new teachers cited was the model's provision for their participation in formulating goals over which they could then claim ownership. One teacher stated, "Having something in writing forces me to focus on those areas where I feel I need improvement. Allowing me to write what I felt I need to work on did not place me in a threatening situation." The model "gave me a chance to specify areas I felt I needed to learn more about and to request observations [in those areas]," another new teacher remarked.

The third feature that contributed to the model's success in a new teacher's eyes was is its flexibility in providing for appropriate professional development at any stage in one's teaching career. "No matter how set in our ways we are, there is always the chance that someone else can see something we do not, or can add to something we already practice," wrote a language teacher. And a kindergarten teacher echoed: "As a teacher new to this system, [I find that the program] is most helpful in acclimating oneself to the system as well as [in prompting] a reexamination of one's skills in a new atmosphere, grade level, etc."

A few new teachers expressed ambivalence about the effectiveness of the model. They tended to fault the program for incompleteness or bad aim, rather than bad faith. Representative of this type of comment was the observation from a beginning teacher in high school who assessed the model as "somewhat helpful but not fully defined."

Others identified the pitfalls to which they saw the model to be vulnerable. These include mixed signals from the supervisory team to teachers, and either the exercise of poor judgment about the appropriate use of the feedback in the three types of observations, or simply underdeveloped coaching skills on the part of supervisory personnel. Several participants welcomed the development of protocols because they beefed up the menu of staff development activities from which the teachers who need improvement could select.

The model's expectations for teacher performance have had the corollary effect of increasing expectations for supervisory performance. This has occurred through the quasi-public review features that the model required (i.e., the exchange of rating forms between principal and supervisor, and the consultation with each other and with the teacher in formulating prescriptive measures). As A&S staff have seen each other perform supervisory tasks and undergo training to increase their skills in this area, they have also seen the differences in proficiency that such scrutiny exposed. The model's inadvertent identification of A&S staff's strengths and weaknesses may therefore also occasion improvement in their performance, just as it has aimed to do for new teachers.

Participants' Recommendations

Administrators and teachers expressed confidence that efforts to perfect the model would proceed with the same kind of deliberateness and care that attended its development. They looked to initiatives already under way, such as the collaborative role for teachers and training sessions for A&S staff in conferencing, to strengthen the model in time. Other anticipated changes included the establishment of a Calvert County staff development center where teachers would be able to create materials for their classrooms, and further development of a teacher-to-teacher mentoring program.

Case Five

	Elementary School	Middle School	High School	Central Office	Other
WHO SPONSORS				✓	

	Experienced Teacher	Department Chair	Assistant Principal	Principal	Staff Developer	Other
WHO TRAINS	✓				✓	✓

	1-15	16-30	31-45	46-60	Over 60
HOW MANY NEW TEACHERS					✓

LOCATION: Staff Development Center
Anne Arundel County Schools

PROGRAM NAME: Partners in Education

...OR

THE CASE OF PIE IN THE OVEN

"The pie is always baking," jested the Coordinator of Staff Development in Anne Arundel County. The pie to which she referred is the Partners in Education program, whose acronym is P.I.E. P.I.E. is a set of activities for newteachers--an orientation day, a monthly seminar, and semester-length courses--sponsored by Anne Arundel's Office of Staff Development. Created for, but not restricted to, new teachers, the semester-length courses available in 1986-87 were: "Analysis of Classroom Instruction," "Classroom Management and Organization," and "Teaching Exceptional Children and Youth in the Regular Classroom." Plans called for 11 more courses to be offered when feasible.

Background

Context

Maryland's fifth largest school system, Anne Arundel County is accustomed to hiring new teachers. Over the past few years, however, the

number of new teachers and the proportion of new to experienced staff have been rising. More than 270 new teachers joined the staff in 1985-86; over 350 new teachers joined in 1986-87; and over 400 are expected in 1987-88. The total County teaching staff stands at about 3,900. This means that more than 25 percent--one in every four--of the County's teachers will be "new" next year, according to the Office of Staff Development's definition classifying as new those teachers with 3.4 or fewer years in the system.

Responsibility for county-wide new teacher development falls to the Office of Staff Development, which is also responsible for development of classified as well as other certificated employees. The Office of Staff Development counts among its permanent employees the coordinator, three full-time professionals, and a part-time office assistant. Although they are housed at the Board of Education facility, most of their 40 or so programs take place at the Staff Development Training Center, a wing of Annapolis Junior High. Adjunct staff for these Office of Staff Development activities are drawn from schools and offices throughout the system as needed.

History

There was scattered awareness of the staff development needs of new educators in Anne Arundel County prior to the 1984-85 school year, but no systematic, county-wide effort to support them. That year, implementation of a school-based staff development program surfaced the special needs and problems of new teachers. Publicity about the beginning teacher initiatives undertaken by the Maryland State Department of Education, a growing body of literature on the subject, and the staff development Coordinator's experience recruiting large numbers of new teachers finally galvanized the County into action.

In spring, 1985, the Office of Staff Development surveyed Anne Arundel's new teachers to determine what information they felt would have helped them during their first year. Analysis of the results showed that new teachers wanted to know two major things. They wanted to learn what the system's expectations were for them and which resources would be available to them.

Full-time staff developers and several teachers acting as adjunct staff produced three responses to the findings of the new teacher survey the following summer. First, they planned a new teacher orientation program for the day before all teachers reported in August, 1985. Second, they wrote "Hints and Tips for Classroom Preparation," a 25-page guide and checklist for management routines and room arrangement, that new teachers received during the August orientation. Third, they organized the P.I.E. seminar and assisted in its presentation during the 1985-86 school year.

The planning group continued to develop county-wide responses to new teachers' needs as they distilled 11 standards from the school system's 21 performance objectives on its teacher performance rating form. The next summer, the adjunct staff matched those 11 standards to syllabi of approved courses on file at the Maryland State Department of Education. They selected 14 syllabi to become the component of the P.I.E. program, known as the

Effective Teaching Program (E.T.P). To date, three E.T.P. courses have been offered. Each relates explicitly to one or more of the 11 standards.

Description

Although the three P.I.E. components differ as to timing, content, and format, they are premised on a common set of beliefs. The premise for supporting new teachers with systemwide staff development is contained in reasoning backwards from the assumption that a principal really focuses on a new teacher's performance only two or three times a year. The other 180 or so days, this reasoning continues, new teachers are on their own. Therefore, we had better pump as much as we can into these people, in order to prepare them to be on their own. This premise is bolstered by the belief that investment in new teachers pays off.

The three components of Anne Arundel County's Partners in Education program for new teachers are described separately below.

New Teacher Orientation Day. The Partners in Education program made its debut with a new teacher orientation day in August, 1985, that over half of the system's newly-hired teachers attended on a voluntary, unpaid basis. The aims of this six-hour session were to foster a feeling of belonging, to demonstrate and to inform new teachers about the support mechanisms available for their personal and professional needs, and to supply them with materials they could use immediately in their classrooms. In addition to welcomes from the Superintendent, members of the Board of Education, and the president of the teachers' association, among others, the 150 participants heard about personnel policies and procedures, and were introduced to key administrators. Community representatives, such as an officer from a local bank, also participated.

Repeated in August, 1986, the orientation again attracted a majority of the system's newly-hired teachers, especially teachers new to the profession. The Staff Development Coordinator expressed the dual purpose of the 1986 orientation as "to 'nice' new teachers through the day but also to let them know that instruction is the name of the game in Anne Arundel County." The addition of small group sessions with area directors and central office resource staff assisted in accomplishing these goals.

Staffing. Regular staff of the Office of Staff Development and a three-teacher adjunct staff supplied the chief labor for the orientation day. The background contribution of the three teachers was especially significant, consisting of writing the "Hints and Tips" booklet, gathering other material, and preparing for a two-hour presentation based on "Hints and Tips." On the orientation day itself, the entire clerical staff of the Personnel Department was present to answer questions for the new teachers. Four elementary area directors, along with central office coordinators and directors from 14 programs and departments, participated as small-group presenters.

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*The per diem rate for teachers is calculated at 1/189 of individuals' salary.

Staff Training. Other than briefing of presenters by the staff developers, no formal training was involved for the orientation day.

Cost. Estimated outlay for the orientation day was between $1,200 and $1,500, excluding regular salaries. Costs of duplication of materials in the new teachers' packets and of refreshments accounted for the largest expense. Other costs were small in contrast. The three adjunct staff were paid at a per diem rate that covered ten days' work each on combined P.I.E. activities.* Presenters were either school system employees already on salary or community volunteers. The Coordinator of Staff Development estimates, however, that she and staff devoted about 45 person days to the orientation day alone in 1986.

Perceptions of Effectiveness and Effects. Over 95 percent of the new teachers who completed evaluation forms at the conclusion of the 1986 orientation day gave the event the highest rating. The Coordinator reported that some new teachers expressed themselves more demonstratively: "I got hugs," she marveled. "And these were people I didn't even know!" Provision of time for new teachers to meet with instructional staff from the area and central office succeeded especially. In the future, planners intend to allot more time to the small group sessions.

We asked several new teachers for their suggestions on how the orientation day could be improved. One indicated that she would add a make it/take it session to start teachers new to the profession on their own collection of classroom materials. Another suggested providing a more systematic bridge between information about systemwide policies and curriculum and individuals' particular teaching assignment and setting. Principals or department chairpersons could provide such information, to include the procedures for teacher evaluation and the location of supplies and materials.

P.I.E. Seminars

The P.I.E. seminar consisted of a series of eight meetings held from 4:30 to 7:00 p.m., monthly from October to May. According to the P.I.E. brochure, the purpose was "to address general topics that affect all educators and to give new educators an insight into their roles and responsibilities from the school district's perspective." Topics for the 1986-87 seminar included community and interpersonal relations, curriculum, stress management, school volunteers, written communications, and a make it/take it workshop. The brochure also stated that each session would allot time for participants to share ideas, and that an "Idea Swap" newsletter would circulate these ideas.

New teachers could attend one or more seminar sessions. All new teachers received an individual memo of invitation. Equal numbers of teachers new to the profession and new or newly-returning to the system have tended to come. Attendance has averaged about 20 teachers at each meeting, although individual sessions have been known to attract double that number.* At least once each semester, E.T.P. course instructors

*As in all P.I.E. programs, seminar attendance was not restricted to new teachers.

substituted a P.I.E. seminar session for their own scheduled meeting that week.

Teachers received a certificate of participation for each session that they attended. The Office of Staff Development has requested that principals present the original certificate in a public forum, such as a faculty meeting. A copy of the certificate was filed in the new teacher's central office personnel folder. In addition, the Assistant Superintendent for Instruction asked principals to note attendance at P.I.E. seminars as a comment on new teachers' performance rating sheets.

Staffing. A full-time staff developer planned and coordinated the seminars, but presenters were generally selected from among system administrators.

Staff Training. No special training for P.I.E. seminar presenters took place, other than a briefing by the staff developer.

Costs. Estimated cost outlay for the P.I.E. seminar in 1986-87 was about $100 per session, or under $1,000 for the series. Major costs for the P.I.E. seminars included duplication of materials and stipends for the convenor and presenters. Stipends were paid at variable rates: 12-month employees received no extra pay; classroom teachers received a standard hourly instructor's fee of $15; and outside consultants negotiated an hourly fee, typically $25.

Perceptions of Effectiveness and Effects. According to adjunct staff who assisted in its first year, the seminar tended to attract new teachers who wanted an overview of a particular topic or who wanted to meet other new teachers. The Coordinator of Staff Development described the P.I.E. seminar as "moderately successful."

Comments from a small sample of new teachers who had attended at least one session supported this judgment about the seminar's attractions and extent of success. Participants liked the practicality of the materials presented and the opportunity to interact both with school system veterans who presented the sessions and with other new teachers who attended.

One first-year teacher at a middle school explained how the effects of these features combined:

> I learned more from other teachers involved in these programs than I learned from the actual programs. Not to say the programs had little to offer, but the atmosphere lent itself to open communication. It allowed me to ask for information pertaining to...my specific needs.

Some new teachers commented on the dilemma that produced their uneven attendance from session to session. The dilemma is that the burden of teaching prevented them from attending the seminar more often although they acknowledged that the sessions they did attend helped to relieve the burden. One new teacher spelled it out this way: "If you have extra time, aside from all a first year teacher's responsibility, then yes, the seminar

is very helpful." Yet simply knowing that the school system has made such help available comforted several other new teachers.

Effective Teacher Program Courses

The P.I.E. brochure described the Effective Teaching Program (E.T.P.) as "a series of courses which provide beginning educators with concepts, techniques and skills that assist in the development of effective teaching practices." Conducted as workshops that can earn three inservice credits, these semester-long courses emphasized classroom application of the concepts that are presented and discussed.

An additional link to the classroom was the availability of on-site assistance through the Office of Staff Development. This assistance was the responsibility of the full-time staff developers. It could be marshalled by teachers who requested the help for themselves, or by principals, especially if they had directed teachers to take an E.T.P. course. Procedures for requesting and reporting the instructor's visit differed in the two cases.

Three of 14 projected courses have been mounted in Anne Arundel County. Piloted in the 1986-87 school year, the courses drew modest registration that grew from fall to spring, when enrollment averaged about 15 teachers per course. Two of the courses, "Analysis of Classroom Instruction" and "Classroom Management and Organization," are described below.

"Analysis of Classroom Instruction" and "Classroom Management and Organization" explored their respective subjects by blending research and practice. Topics in the "Analysis" course included: the effective teaching movement; motivation theory and teaching for transfer; reinforcement theory; retention theory; student team learning; oral communication apprehension; an overview of mastery learning; and assorted other techniques. Course topics for "Management" included: expectations and perceptions; instructional clarity; classroom routines; organization of space; non-verbal and verbal communication; and discipline techniques.

As one instructor phrased it, "letting teachers know that they can attain effectiveness, and that they don't have to go it alone or to rely on intuition" were important goals for these courses. The self-analysis and sharing that were regular parts of each course reflected these goals, as did the use of journals or logs related to specific topics.

The appeal of such an approach was not restricted to new teachers. In fact, the "Analysis" course pulled in twice as many veteran Anne Arundel County teachers as new teachers each time it was offered. Attempting simultaneously to address the diversity among participants' teaching experience and assignments challenged instructors in both courses.

Staffing. Although both courses employed guest speakers on occasion, the primary instruction was provided by a staff development specialist in the "Analysis" course and by a troika of Anne Arundel County classroom teachers in the "Management" course. The latter stressed their belief that being teachers themselves enhanced their credibility and effectiveness with new teachers. "We're going through everything they are," they elaborated. As a result, they have remained sensitive to the pulse and rhythm of their

course enrollees' professional reality, such as the additional stresses at the end of the marking period or during standardized testing.

The "Analysis" instructor, though not school-based, was equally sensitive to teachers' needs by virtue of her daytime responsibility to demonstrate and/or to observe in teachers' classrooms. It was there she first met several teachers who later enrolled in her course. And it was because her regular job required her to visit classrooms that she was free to offer in-classroom help to course participants.

All the instructors indicated ways in which they have stretched the conventional relationship between course instructor and participants. The "Analysis" instructor gives out her home phone number, for example, to encourage new teachers to seek help whenever they feel they need it. The "Management" instructors, for their part, recounted sending pertinent materials to former participants through school mail and, once, delivering course materials to a new teacher at the mall on Saturday morning.

Staff Training. The Coordinator of Staff Development has selected and groomed her staff carefully. Adjunct staff like the "Management" instructors, for instance, went through a series of training steps, starting with watching experienced instructors, graduating to sharing instructional responsibilities, and finally to inaugurating new courses on their own. According to instructors, the Coordinator not only gave full-time staff access to staff development experiences outside her operation, but she also contributed ideas, modeled effective practices, and suggested relevant material.

Costs. A total of $1,125 per course was available to pay instructors, which the three "Management" instructors divided. Each course was allocated an additional $300 to $500 for materials. This figure reflected the relatively higher costs for one-time expenses that tend to be incurred the first few times a course is offered. The materials figure was therefore expected to decrease over time.

Perceptions of Effectiveness and Effects. Instructors of the two courses seemed to emphasize either process or product outcomes. The "Analysis" instructor, on the one hand, stated that a primary outcome of her course was the conditioning participants would have received to seek help for their teaching and to continue their professional development. "Management" instructors, on the other hand, tended to monitor products such as participants' logs and other assignments, as well as their contributions to class discussion, for signs of the effectiveness of their instruction. They also took advantage of their team teaching situation to critique each other's performance and to solicit suggestions for improvement from each other and from the Coordinator. The Coordinator based her evaluation of course effectiveness on direct observation, informal checks with enrollees, and their written comments at the conclusion of each course.

Instructors in the "Management" course indicated several ways that their participation in the P.I.E. program had affected them and their colleagues. Their increased visibility in their home schools, for example, has established them as models of professional attainment and aspiration among their

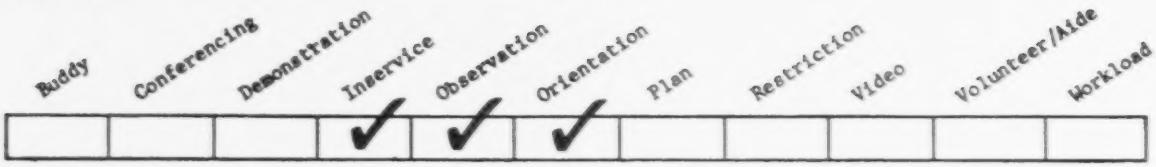
peers. Specifically, colleagues have approached them for assistance in preparing public addresses, help that the instructors indicated they now felt competent to give. More generally, they suspected that their evident satisfaction as developers of new teachers had caught the imagination of other veteran teachers.

Participants' Recommendations

The Coordinator stated the hope that more people could be funded and trained to deliver the P.I.E. program because available staff were scheduled to the limit. The instructor who was designated to provide in-classroom follow-up for P.I.E confirmed the strain as she grimly told us, "I cannot do one more thing." Due to the Office of Staff Development's heavy schedule and limited resources, the Coordinator indicated that she perpetually searches for staff development activities with low cost and high impact. At the same time, P.I.E. staff fretted about increasing the number of new teachers who partake of P.I.E.'s existing menu. Locating staff development activities in sites more convenient for more new teachers around the county is one strategy under consideration.

P.I.E.'s recipe for success seems to depend on several critical ingredients. Relevant program and quality staff are surely two important ones. Careful, sustained communication to all levels of the hierarchy is apparently another. For example, the Coordinator met with the directors who supervise principals, and then met with principals, promising to help them provide specific remediation for teachers' weaknesses, especially through the courses geared to performance standards. The staff communicated even more assiduously to new teachers through leaflets, presentations, and mailed reminders. The combination of these efforts assisted not only in publicizing the effort and recruiting participants, but also in gaining broad organizational support.

Case Six



	Elementary School	Middle School	High School	Central Office	Other
WHO SPONSORS				✓	✓

	Experienced Teacher	Department Chair	Assistant Principal	Principal	Staff Developer	Other
WHO TRAINS	✓			✓	✓	✓

	1-15	16-30	31-45	46-60	Over 60
HOW MANY NEW TEACHERS					✓

LOCATION: Board of Education of Frederick County

PROGRAM NAME: New Teacher Induction Program

OR...

THE CASE OF THE QUICK START

New teachers in Frederick County join a school system that is the state's largest in terms of land area and the eighth largest in terms of student enrollment. That enrollment has grown at a rate of over 5 percent for each of the past five years, making Frederick the second fastest growing county in Maryland. To accommodate this growth, Frederick hired 130 new teachers in 1985-86. In 1986-87, the number of new hires rose to 180. The addition of new staff at this rate means that first- and second-year teachers together have swelled to almost a quarter of the entire teaching force.

"If you want new teachers to come and stay," noted an experienced staff member who was tapped to work with new teachers, "and if you don't want them to go off and work in computers instead, then you need to support them." Frederick County provides this support through a four-part program it established in 1984. All four parts are meant to insure that new teachers have a successful first year in the school system. All four parts reflect the

school system's belief that its share in teacher training is to ready new teachers for specific teaching assignments. The program as a whole forms one component of Frederick's systematic effort to recruit, support, and retain quality teachers. It does this, according to a staff member, by getting new teachers off to a good, quick start.

Background

Context

Although Frederick County has long been predominantly agricultural, it has always supported some manufacturing. Frederick produced iron and brick in Colonial times, but is now better known for its aluminum and other industrial products. The area also contains a well-known cancer research center. However, the number of staff in the system's 23 elementary, 8 middle, and 7 high schools, as well as special schools, makes the Board of Education one of the largest employers in the County.

History

The program for new teachers first offered in 1984 was initiated at the behest of the superintendent, who also directed that it focus on curriculum. A planning group that included central office staff, principals, experienced teachers, and teachers new to the profession in their first year took up this charge. While principals tended to identify new teachers' needs, teacher members insisted on addressing those needs through the assistance of practicing teachers. This planning group proposed the major elements of the four-part program that the Office of Staff Development operated in 1986-87.

Description

New teachers in Frederick County were invited to participate in these activities:

- a four-day August workshop that focused on curriculum
- a one-day follow-up workshop held during the spring of the school year
- two days of observation of other teachers
- a year-long support seminar that was available for graduate credit or Maryland State Department of Education workshop credit.

Each element of the program is described in detail below.

The August Workshop

Upon employment, new teachers received a letter inviting them to a four-day workshop that preceded Frederick's mandatory orientation. They were asked to return a form that indicated their intention to attend and specified the areas they wanted to see addressed in the workshop. Atten-

dance at this August workshop has grown each year of its three-year life, ranging from 80 percent of new teachers in the 1984-85 school year to 94 percent in 1986-87.

New teachers worked in small groups under the direction of Frederick's subject area supervisors and a number of experienced teachers who are known as curricular teachers. These small groups were organized into elementary, secondary subject, and special education strands. In addition, teachers of special subjects, such as art, music, physical education, and guidance and media, had sessions tailored to their needs.

Participants spent the first day reviewing classroom management and organizational issues with content area supervisors. Following these presentations, new teachers reported to their home schools to meet with their principals and pick up the materials with which they would work for the next three days. They spent the remainder of the workshop under the tutelage of the curricular teachers.

Elementary teachers generally met in curricular teachers' classrooms, which they had already prepared for the opening of school. Secondary teachers continued at the central workshop site or moved to the curricular teachers' classroom. These sessions aimed to familiarize new teachers with the curriculum and textbooks, and to develop a set of lesson plans for the first week. On the final day of the workshop, elementary teachers set up their own classrooms where their curricular teacher visited them for an hour or more.

The final day of the workshop for secondary teachers was spent in mini-sessions or seminars that curricular teachers conducted. These treated concerns raised by new teachers which were not necessarily curricular in nature. Examples of such concerns included teaching remedial students, interdisciplinary studies, computer applications, and emotional needs of senior high students. Only when the secondary group was very small did curricular teachers visit new teachers in their home schools.

Following the August workshop, an orientation that is required for all teachers brought them the greetings of the Board of Education and the school system administration, and a lunch hosted by the Chamber of Commerce. This orientation also included a meeting of the Board, at which curricular teachers were officially recognized for their work. In the afternoon, new teachers reported to principals at their home schools.

Follow-up Workshop

The follow-up workshop took up one day in the spring each for new elementary, middle and high school teachers. Administrators and supervisors reviewed system-mandated policies and procedures in the morning.* In the

*Their respective agenda varied slightly. The morning agendas in 1985-1986, for example, treated grading policies and classroom management for elementary and middle school teachers, but grading and test construction for high school teachers.

afternoon, curricular teachers covered topics requested by the new teachers. Depending on the agenda, new teachers who are experienced elsewhere may or may not be required to attend the morning session, with the option of attending in the afternoon.

Observation Days

Each new teacher was allotted up to two full days of observation time to use for instructional improvement. The days could be used in the following ways or combination of ways:

- A new teacher observed an experienced teacher in that teacher's classroom.
- An experienced teacher demonstrated in a new teacher's classroom.
- An experienced teacher observed a new teacher and made suggestions about teaching techniques.

At a minimum, use of observation days for new teachers had to be approved by building-level administrators. At a maximum, building administrators recommended ways in which these days might best be spent and made the necessary arrangements. Area and central office staff could also assist in recommending experienced teachers to be observed. Curricular teachers were often, but not exclusively, selected as teaching models for this purpose. The observations have tended to occur mostly in the second half of the school year after the administrative and supervisory staff have had sufficient time to observe new teachers and assess their performance.

The Frederick County Office of Staff Development instituted this phase of the program intending that eventually a majority of new teachers would use the days to further coaching relationships. After three years, this is beginning to happen. A team of teachers and principal from an elementary school, who attended a two-week summer workshop on coaching, have now implemented it throughout their school. In coming years, their school will serve as a demonstration site where new teachers may spend observation days until they become sufficiently acquainted with the technique to spend those days in coaching relationships at their own schools. The school system plans also to develop a demonstration site for coaching at the secondary level.

Support Seminar for Beginning Teachers

Modeled on a seminar for new teachers in another county, the Frederick County Support Seminar was initially offered in the 1985-86 school year. The first instructor, a Maryland State Department of Education employee and adjunct professor at the University of Maryland, passed the baton to a professor at Hood College, a private college in Frederick. Curricular teachers, representing both elementary and secondary levels, participated under both arrangements.

In 1986-87, the seminar met for eleven evenings from September to May, and included an overnight retreat. The participants tended to be teachers new to the profession who took the workshop for graduate credit.

The course description stated:

> Beginning teachers will continue to build their knowledge base and competency levels through development of observation skills, utilization of current research, the establishing of support and resource networks, and design/implementation of an individualized project based on need and interest. Specific topics will include behavior management, parent conferencing, curriculum implementation, and professional relations.

Using Good and Brophy's (1984) Looking in Classrooms as a text, the course not only focused discussion on the topics listed, but also routinely provided time for sharing. This sharing entailed solving problems about the teaching dilemmas and other issues that participants encountered in their classrooms.

In addition to contributing to class discussion, seminar enrollees were required to complete other assignments. These included an individual project, and a description and analysis of five teaching dilemmas. They also had to use one of the two observation days that the school system allotted to fulfill seminar requirements.

Resources

Staffing

The school system has drawn almost exclusively from its own experienced employees to implement the various aspects of its new teacher development program. Primary responsibility for planning the program and managing its day-to-day operation was assigned to the Supervisor for Continuing Education. Involved in the program since its inception, the Supervisor oversaw all aspects--recruiting and coordinating staff, managing the budget, directing publicity, and collecting feedback. Frederick County's Assistant Superintendent for Instruction was especially instrumental in the initial planning effort. Although he and the Supervisor are in different administrative departments, he has continued to work with her on the new teacher development program.

Additional staff and their responsibilities for each component of the program are described in turn.

August Workshop. The August workshop had a large cast of characters: the superintendent, central office and area supervisors, and selected teachers who serve as curricular teachers. With the exception of curricular teachers, each of the above staff gave presentations that lasted about an hour. Principals entered the scene for an afternoon at their home schools, where they distributed materials and provided general information about their particular schools.

Curricular teachers, however, took leading roles in working with new teachers. Overall, some 30 curricular teachers were involved in the program in 1986-87. They were nominated for these roles by area staff, principals, curriculum specialists, and other administrative and supervisory personnel

on the basis of their enthusiasm and skill as practicing teachers. Once selected, curricular teachers serve as long as there is need for their level or subject matter expertise, or until they withdraw. Only once has the Supervisor of Continuing Education not invited a curricular teacher to continue working in the program.

The Follow-Up Workshops. The spring follow-up workshop involved many of the same staff who presented in August. In 1986-87, approximately 35 staff worked with new teachers over the three days that the workshop ran.

Observation Days. The staff most directly involved in implementing the observation days were building principals and curricular teachers. Principals were encouraged to be active in diagnosing new teachers' needs. Typically, building administrators used this information when conferring among themselves or with subject matter supervisors to identify experienced teachers whom new teachers might observe. When the principals completed their arrangements, the Supervisor of Continuing Education released substitute funds. These teachers who served as models for observation have tended to be widely distributed among curricular and other experienced teachers throughout the school system.

Support Seminar for Beginning Teachers. This component was staffed by a college instructor and three curricular teachers who attended all sessions. Other school system personnel were occasionally invited in as resource people.

Staff Training

No formal training per se has been provided for school system staff who implemented the program. The Supervisor of Continuing Education and/or the Assistant Superintendent briefed staff for the various program components on content, goals, and desired outcomes at appropriate times. Because the cadre of curricular teachers has remained relatively stable since the inception of the program, their experience in the program itself has presumably served as training for future efforts.

Specific ways in which this occurred included access by curricular teachers to written feedback that participants provided about their sessions. In 1986-87, a curricular teacher who was polling new teachers for her master's thesis announced that she would share the feedback in composite form.

After that first August workshop, the Supervisor also met with curricular teachers as a group to obtain their feedback about their participation in the August Workshop. That occasion provided a forum for exchange of ideas that undoubtedly strengthened individuals' subsequent work with new teachers. Curricular teachers in 1986-87 reported informally trading tips with each other about working with new teachers throughout the school year.

Cost

Financial support for staff development is a priority in Frederick County, as demonstrated by an allocation of $150,000 to all staff development in 1986-87. Of this amount, the new teacher development program was

budgeted for $72,000. The items described below represent those that required cash outlay within each program component. Regular salaries of staff are not included.

August Workshop. Among workshop staff, only curricular teachers were paid extra for the three days they spent with new teachers, plus one day's preparation. They received a per diem rate based on their regular salaries, averaging about $140 per curricular teacher per day. New teachers who attended the four voluntary days each received $53 per teacher per day in 1986-87, but the rate is anticipated to increase to $100 per day for each of five scheduled August workshop days in 1987-88. Moreover, $500 is set aside for materials, refreshments, and travel associated with this workshop.

Follow-up Workshop. Because the Follow-up Workshop took place on a school day, neither curricular teachers nor new teachers were paid extra to attend. The major expense of this set of activities was for substitutes, each of whom who received $38 per day in 1986-87.

Observation Days. The Board of Education has approved payment for enough substitutes to provide two full days of released time for all newly-hired teachers. Thus, the amount budgeted is equivalent to twice the number of new hires multiplied by the substitute rate of $38 per day. While no precise figures were available, the Supervisor of Continuing Education estimated that charges against this substitute budget have not yet exceeded half the amount available in any year. Use of this fund has increased somewhat over time.

Support Seminar. The school system paid three curricular teachers $45 per teacher per session for the equivalent of 15 sessions. The school system also reimbursed new teachers for their tuition, although this benefit was not exclusively reserved for new teachers. The school system contributed an additional $1,000 total to defray expenses of the retreat that was part of the seminar. The college paid the instructor nothing above her regular salary for the Support Seminar because it counts as part of her regular teaching load.

The Supervisor of Continuing Education estimated that her annual expenditure of time on the program in 1986-87 was distributed as follows. Approximately two months of planning and preparation were required for the August Workshop. Follow-up Workshops required about two weeks each to set up, but the Observation Days component did not require any substantial expenditure of her time.

Perceptions of Effectiveness and Effects

Overall, personnel whom we interviewed felt very satisfied with the systemwide new teacher program and perceived that the program was meeting its major goals. In addition to providing teachers new to Frederick County with support that enabled them to become successful, the program also provided recognition and opportunities for professional growth to a number of experienced teachers. Our informants also felt that the program taught new teachers where to go for help and thus reduced the likelihood that they would leave teaching in their first year.

Principals and vice principals we interviewed regarded the program as effective. As one building administrator said, "The program has increased new teachers' chances of making it by 100 percent." New teachers apparently shared this perception. Another administrator related that a new teacher recently declared that the program set them up for success. Building administrators appreciated that the August Workshop saved them time by presenting content they would ordinarily have had to cover. They also appreciated the discretion that they could exercise in making decisions about how the observation days should be used. Moreover, the systemwide program was partly credited with stimulating some principals to build on its foundations in establishing systematic school-based activities for new teachers.

The staff who worked directly with new teachers in the program were particularly positive about it. Curricular teachers, for example, thought the program a success because it furthered Frederick County's goals for new teachers. One curricular teacher pointed out that the program has also fostered a network of new and experienced teachers who contact each other for ideas, materials and support. They also liked the important role they played in furnishing a non-threatening environment in which new teachers could learn about the school system's curriculum and instructional expectations.

Curricular teachers reported that the new teacher program brought them rewards, as well. They felt personally gratified to be chosen and to receive public recognition for their role. But they said that their chief rewards were internal. Curricular teachers derived satisfaction from the fact that their efforts contributed to new teachers' feeling good, and feeling well prepared for the opening of school. Curricular teachers also felt good and ready for school. "I enjoy [working in the program]," one curricular teacher explained, "It's motivating for me and I'm more organized and prepared because of it."

According to the Support Seminar instructor, that particular program furthers selected goals of the college that co-sponsors it, too. Not only has knowledge flowed from professors on the campus to teachers in the field, but it has also flowed back the other way. The instructor pointed out, for example, that the classroom situations that she has heard new teachers and curricular teachers describe potentially represent to the college a reality base for reforming teacher education.

New teachers praised Frederick County's program for them. A sample of what they told us included these comments about one or another of the program's four components: "I got to know people, my anxieties were relieved and I knew where to go for information." "The curricular teachers taught us all the everyday things we need to know." "Most of us did get in touch with our curricular teachers later in the year." "I exchanged phone numbers with job-alike teachers and have used these contacts a lot." "The intervisitations are very helpful--and they can be used in both the first and the second year." "The seminar leader helped us by modeling a lot of practical techniques for instruction which we could use the next day." "The seminar was worth it. The curricular teachers could clarify things for us when we got conflicting information or directives from the principals and the supervisors. It extended our own experiences in that we could share with others and get their perspective." "I thought all four parts were relevant."

Participants' Recommendations

Although the program, as it was, largely satisfied school system personnel, they spoke to us about needed improvements and anticipated changes. Curricular teachers and new teachers especially identified the need for scheduling more time in new teachers' classrooms during the August Workshop. Several also suggested formalizing opportunities for contact between curricular and new teachers in the course of the school year. Other program staff pinpointed needed refinements such as differentiation between offerings for first-year and experienced new teachers in the August Workshop, and stimulation of new teachers and principals to use available observation days.

Several people voiced the concern that the system's push toward excellence and its well-advertised goal of keeping only the best teachers could pressure new teachers counterproductively. One principal related his observation that sometimes any negative evaluation or comment crushed or frightened new teachers. Even help for new teachers sometimes had the opposite effect than intended. For example, program staff have begun to notice that curricular teachers' well-organized and well-stocked classrooms intimidated rather more than they inspired, especially teachers who were new to the profession. "We need to figure out how to temper it," the Supervisor of Continuing Education mused.

Because some participants complained that the Support Seminar requirements were inappropriately demanding, and fewer had enrolled than expected, the instructor stated her intention to make some changes. These changes would include a revision of content and scope of the seminar, and the way in which the seminar is advertised.

Responding to new teachers' requests for more time in their classrooms and more interaction with school-based staff such as department chairs, the administration expects to extend the August workshop to five days in 1987-88 and hopes to involve middle and high school department chairs on the fifth day. The school system also plans to offer new teachers a $1,000 incentive package on top of their first year's salary (i.e., $500 for attending the whole August Workshop and $500 for moving expenses) to compete more aggressively in attracting teachers.

The Supervisor of Continuing Education in Frederick County counseled other school systems to tailor programs for new teachers that are based on the Frederick model to their own needs. "We feel what we have is working for us," she commented. "We know we still have more to do, but we feel we have made a good start. Come and see it."

Case Seven

Buddy	Conferencing	Demonstration	Inservice	Observation	Orientation	Plan	Restriction	Video	Volunteer/Aide	Workload
			✓							

	Elementary School	Middle School	High School	Central Office	Other
WHO SPONSORS				✓	✓

	Experienced Teacher	Department Chair	Assistant Principal	Principal	Staff Developer	Other
WHO TRAINS	✓					✓

	1-15	16-30	31-45	46-60	Over 60
HOW MANY NEW TEACHERS			✓		

LOCATION: Charles County Teacher Education Center
Howard County Teacher Education Center

PROGRAM NAME: University of Maryland New Teacher Seminar

...OR

THE CASE OF LIGHTS IN THE CLASSROOM

Teaching is hard work. It is particularly so for those new to the profession who experience the multiple stresses and self-doubts known to plague beginning teachers. "I used to milk cows, so I know what work is," a new teacher told us. "When teaching is bad, milking cows starts to look good." Yet this teacher is among a cadre of new teachers in Howard and Charles Counties who received a special assist in coping with their first year of teaching. This assist came to them in the form of a New Teacher Seminar, a unique collaboration between the University of Maryland's College of Education and Charles and Howard Counties. The Seminar, designed to meet needs of new teachers, drew on the expertise and perspective provided by the University connection. All constituent parties--the University, the local school systems, and new teachers--benefited from this collaboration.

Background

Context

Charles County is a rapidly growing area south of Washington, D.C. Tobacco farms have turned into populated subdivisions for new residents, many of whom commute to Washington to the nuclear power plant in neighboring Calvert County, or work at the Naval Ordinance Station. School administrators and teachers believe that the parents of their students--especially these newer arrivals--are very concerned with how well the school system compares to other Maryland systems and to national norms. Parents worry about sufficient challenge for their children in school. Charles County's 1,400 teachers are young, with the average age between 25 and 28.

Howard County has experienced growth akin to Charles' over the last few years. The rate of growth has slowed, but the school system is still adjusting to the population increases of the recent past. New schools are being built and new teachers hired: approximately 210 to 240 each year. Howard County's total teaching force numbers 1,900. Therefore, about 25 percent of teaching corps are non-tenured. About half of these are teachers new to the profession.

History

Collaboration between the University of Maryland's College of Education and local school systems has had a long and successful history, of which Teacher Education Centers offer evidence. First established in the mid-1960's, these centers embody the institutional commitment of local school systems and the University to both pre- and inservice education. School systems and the University share budget control, personnel decisions, and oversight of the Centers in the counties where they have been placed.

Howard County had one of the earliest Centers, and Charles County established its in the mid-1970's. The current arrangement at these Centers enables the University to place, supervise, and offer comprehensive programs for its students in local schools. The University reciprocates by offering inservice courses and other professional development opportunities at no cost to the staff of cooperating schools.

Center coordinators hold joint appointments from the University and the school system, which contribute equally to their salaries. The major portion of their work consists of managing the intern programs on site, advising school staff about other University-based and outreach programs, and coordinating collaborative research projects. One responsibility shouldered by one Teacher Education Center coordinator in Howard County and by one in Charles County is administration of a New Teacher Seminar that--keeping with the collaborative model--is co-taught with a full-time University faculty member.

The New Teacher Seminar was first taught in Howard County in 1981-82. It began because University and school system personnel wanted to help teachers make connections between field experiences and research, and to encourage them to pursue graduate studies. One Teacher Education Center

coordinator and a University-based professor unsuccessfully approached the State for assistance, and decided to offer the first Seminar without pay for themselves. The following year, in 1982-83, Charles County more or less independently initiated its New Teacher Seminar. The instructors conferred across counties sporadically, if at all, until the end of that year, when they met to evaluate their respective courses and to exchange ideas on future adjustments to them. From that point on, there has been a fair amount of congruence, though not perfect identity, between the two Seminars. Just over 100 teachers from Charles and Howard Counties have completed the New Teacher Seminar to date.

The Curriculum and Instruction Department of the College of Education at the University of Maryland sponsors the Seminar as a three credit graduate-level course for new K-12 teachers.* In 1986-87, the course met for three hours after school over fifteen sessions from the end of January into the spring. The Teacher Education Centers, situated in school buildings, provided the Seminar setting.

Description

In addition to history, the New Teacher Seminar in both counties had goals, a syllabus, and staffing patterns in common. The overall goal of the New Teacher Seminar, provided through the auspices of the county Teacher Education Center, was to help new teachers become more effective and professionally satisfied in their current situation and in the future. The course attempted to enhance the professional development of beginning teachers by responding to their concerns, interest, and needs.

As the syllabus stated, both Seminars taught to the following objectives for new teachers:

- to develop a sense of the teacher as problem solver and inventor, as decision maker and advancer of the state of the art of educating
- to reduce undue anxiety and stress
- to increase enthusiasm and openess to ideas
- to expand the repertoire of teaching/management techniques and strategies
- to develop skill in deriving concepts/principles, or theory, from the observation and analysis of instructional events

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*For teachers already admitted to the University of Maryland Graduate School, Seminar credit may be applied to their degree program, depending on the individual department. For those not otherwise matriculated, participants may register as Advanced Special Students at the University and apply seminar credit to a degree program at a later time. Participants may also take the seminar without admission to any graduate program. Seminar credits are automatically accepted toward the State's Advanced Professional Certificate.

- to apply problem solving thinking to instructional problems
- to develop a conceptual basis and common language of teaching consistent with research on teaching and to learn to plan according to principle
- to become part of a professional development network of teachers.

The two counties' versions of the New Teacher Seminar differed slightly in emphasis. The Charles County Seminar emphasized increasing teachers' instructional repertoire, solving problems, making decisions, developing a support system, and utilizing research findings. The Howard County Seminar content fell within five dimensions:

- colleagueship (modeling the dynamics of forming a community of scholars who support and learn from each other)
- technique (learning teaching strategies that are crucial for early success in the classroom)
- analysis (learning ways of analyzing curriculum and instructional strengths, events, and problems, how to reflect on and solve those problems, as well as practicing deriving theoretical principles from instructional events)
- motivation (experiencing the dynamics of motivation in teaching and learning)
- context (understanding the total situation in which teachers teach, and the dynamics of the school community).

Both Seminars used similar activities to achieve these objectives, although they approached the implementation of these activities in different ways. How they handled Help Lab, a 30-minute discussion that took place at the beginning of each session, illustrates these differences well.

The Help Lab in Charles County has evolved into an activity in which new teachers discuss problems and issues among themselves. New teachers welcomed the opportunity to vent the emotions and frustrations of the week as well as to reassure themselves that they are not alone in struggling. As one new teacher described it, "[Help Lab] is the time to hear someone else say, 'I am just swimming in the mirey bog.'" Participants selected a facilitator, for each session one of whose tasks was to summarize the discussion in general terms when the instructors returned.

In the Howard County Seminar, by contrast, the Help Lab was a structured discussion, with instructors present. The instructors focused discussion with a specific question, asking if anyone had any surprises this week, for example. Teachers met in dyads or triads and could volunteer to summarize the small group's comments in the large group.

The presentation and exploration of specific topics was a major activity of both Seminars. In Howard County, some Seminar topics are

based on lists of questions generated by the new teachers. Topics have included parent conferencing, motivation, cooperative learning, principles of instruction, and how to deal with the first and last days of school. Topics for Charles County in 1986-87, included models and processes of teaching, relationship building, cooperative learning techniques, leadership, team teaching, time and stress management, and the principles of group dynamics.

Minor differences were again apparent in how the two Seminars use auxiliary personnel. In Howard County, panels of experienced teachers were often invited to share their experiences and ideas on particular topics. Charles County tended to invite individual consultants to present particular components of the Seminar.

Both Seminars required enrollees to design and carry out an Action Research Project. The instructors believed that the project represented a significant learning experience in the Seminar. For that reason, it is described in detail.

The Action Research Project obliged participants to identify a classroom problem with which they were coping, to think through the possible solution, to experiment with that solution, to collect data, and to evaluate its effectiveness or impact. The project's objective was to move teachers toward becoming more proactive and analytical in areas where they needed improvement. The process was also intended to make teachers more comfortable with applying research methodologies to their everyday work, and thus to become more effective problem solvers and decision makers in the classroom.

All Action Research Projects begin with a question, such as this one from Howard County: "What will be the difference in the percentage of homework completed if students are given time to start their homework in class?" Action research can produce an answer to that question such as the one this Howard County student found:

> When the teacher of thirty-two fourth grade math students gave an experimental group five to ten minutes head start time in class (in which she was available to answer questions, adjust assignments, give samples or reteach, and encourage their organization of materials to take home), the effect on the percentage of students completing homework assignments was 14.7 percent higher than the control group results.

Instructors guided students through every step of this research. Their assistance extended not only to the steps outlined, but also to presenting the data and exploring the implications of their work for future research. Rather than a purely academic exercise, however, the project was intended to address participants' current needs and concerns. A few Seminar enrollees have submitted expanded versions of their research projects in partial fulfillment of master's degree requirements.

Helping new teachers understand themselves as perpetual action researchers in their own classrooms stands as a central theme in both Seminars. The Howard County instructors especially emphasized this theme and sounded it frequently throughout the course. For example, instructors

coached participants in the use of thinking heuristics and problem solving strategies that could be adapted to any classroom situation. Teachers were also encouraged to teach these problem solving and thinking skills to their students. The instructors also introduced new teachers to concepts such as metacognition.

Howard County's coordinator carefully explained that, by developing such habits of thinking, new teachers learned how to learn how to teach. "We see the teacher as a reflective practitioner," he said. "One can derive theory from practice, and that is what we are teaching new teachers to do."

Resources

Staffing

Instructional staff for the New Teachers Seminars in each county consisted primarily of a Teacher Education Center coordinator and a University-based professor. Teacher Education Center coordinators were considered adjunct faculty by the University. The professors taught a partial or full load of courses on campus, in addition to the New Teacher Seminar. Consultants were invited at the discretion of the instructors and often were teachers or administrators from the local school system.

The coordinators have taken on the task of publicizing the Seminar to the teachers. Both have had the cooperation of local school system administrators in doing so. Central office staff have cooperated in incorporating a pitch for the Seminar to new teachers during their system-wide orientations. Building-level administrators have contacted individual new teachers and encouraged them to attend. In some cases, former new teachers have made themselves available to answer prospective enrollees' questions about the Seminar or to encourage them to attend, also.

The Howard County New Teacher Seminar has retained its original staff. In Charles County, however, both coordinator and professor have changed in the past year.

Staff Training

Staff have not received training that explicitly equipped them for teaching the New Teacher Seminar. However, they have benefited from conferring with their counterparts in the other county at times. Such an exchange took place shortly after the Seminars were launched. More recently, the new Charles County staff met with the former instructor and with the Howard County staff. In addition, their work in preservice education and their own research activities have assisted them in their work with new teachers.

Costs

The major costs associated with the implementation of the New Teacher Seminar were for salaries, tuition reimbursement*, and, to a lesser extent,

*Tuition reimbursement costs are borne entirely by the school system.

for such items as honoraria for consultants. The two school systems handled payment for the instructors differently. In Howard County, the University-based professor taught the course as "overload," that is, as an optional addition to his regular teaching duties. He therefore received a stipend, which he and the coordinator have agreed to split. In Charles County, by contrast, where the University-based professor taught the course as part of her regular teaching load, and the coordinator considered her work with the program as part of her regular duties, they used the $1,200 instructor's fee to pay guest speakers.

Perceptions of Effectiveness and Effects

New teachers who took the Seminar this year or last documented that the seminar succeeds in meeting many of the long list of objectives set out for it. These teachers reported that course content and approach helped them significantly in dealing with the daily stresses of their jobs. Part of the stress had to do with encountering difficulties in teaching that appear insurmountable.

One new teacher told of his readiness to leave the profession because of what he perceived to be his inadequacies as a teacher:

> I used to feel that one class of students was driving me up the wall and that I couldn't take it anymore. Then I enrolled in the Seminar, and I decided to make some changes. I'm starting to see some improvement, and I blame it on the Seminar. It is keeping me in [the profession]. It shows me the lights of what's possible in education and makes me see the lights in my own classroom.

By developing the conviction and the skills in new teachers to surmount teaching difficulties, the Seminar has facilitated change in feelings and facts. As another teacher related, "The Seminar helps you deal with the feeling that, 'I don't like this job right now. Show me a way I can like it.'"

A principal means of showing new teachers how to make the changes that make them like teaching better derived from the Action Research Project. After participants had worked through the identification and analysis of a problem, and experimentation and evaluation of a solution, they came away newly empowered as teachers. Connecting research and practice in their own classrooms had, for many Seminar graduates, a self- renewing effect. "We were the theory makers," one new teacher observed, "and we were able to discover these things on our own."

Another means the Seminar used to show new teachers how they can like teaching better was to foster support networks among Seminar participants. These networks served to bind participants to one another, as well as to associate more confidently with other, more experienced colleagues on the subject of improving instruction.

New teachers' commitment to continued engagement in learning how to teach was detected by others in the school system. An elementary principal remarked that "the people in my building who took the Seminar are much more open to other strategies, to taking other workshops, and to new ideas. I see these teachers growing and seeking new experiences and help, and being open to suggestions." Another administrator noted that Seminar participants "don't seem to have that new teacher syndrome, where every day is a new beginning. All this makes my job easier. I don't need to do as much hand holding."

To the degree that Seminar participants implemented new ideas in their classrooms, their more experienced colleagues also took note. "I see veteran teachers using the ideas that the new teachers bring back from the seminar," a central office supervisor observed. Moreover, a staff developer commented that a review of the roll of Seminar graduates over the last several years reads like a listing of the system's budding young administrators.

The University has been affected by its New Teacher Seminar in Charles and Howard Counties as well. University personnel confirmed that the Seminar has increased new teachers' interest in continuing their education, which in turn has expanded the University's pool of potential graduate students. Collaboration with local schools, of which the New Teacher Seminar is a part, has also widened the University's access to schools for the purposes of research. This connection with the reality of schools and teaching has acted as a kind of feedback loop to the teacher preparation programs within the University.

Participants' Recommendations

All key actors identified two critical areas for keeping the New Teacher Seminar vital and successful. The first was the challenge to attract participants for whom attending the Seminar during the initial teaching year is a problem. The second was the need for sensitivity to the culture of schools.

Enrolling new teachers concerned Seminar organizers and supporters in both counties. Much of this concern focused on the scheduling of registration and start-up for the course. Instructors recognized that the Seminar presents just another burden and more school to some young people who feel themselves already struggling with job-related burdens and only recently freed from teacher education courses. At the same time, instructors (and participants) realized that the Seminar provides support exactly when new teachers are likely to feel they have used up their "bag of tricks" and their emotional reserve.

Both counties have found it necessary to use a variety of strategies to attract registrants. Both started the Seminar in January, but had announced it during their August orientation activities. The coordinator in Howard County followed up with a letter in early December inviting new teachers to participate. He included the names and schools of all seminar alumni in

the school system, a tactic that effectively produced close to 25 enrollees, a Seminar record. Charles County is contemplating a mid-fall session to introduce the Seminar as a way to retain new teachers who in August signaled their intention to attend the Seminar but who failed to materialize in January. Coordinators have prevailed sometimes on administrators to suggest that new teachers attend the Seminar. But this practice left at least one coordinator uneasy "because then new teachers think they are failing."

New teachers saw both advantages and disadvantages to a January start-up. In supporting the delay until mid-year, one new teacher said simply, "I needed a chance to stumble before I was ready for help." Others strongly urged offering the course itself in early fall. As one teacher argued:

> I wish someone had told me some of these things in August. What does it really mean to have only one hour to do a week's worth of lesson plans? What does it really mean to have 'consequences' when a child breaks a rule? What does it mean to have a 'lunch procedure?' Can't you give me some of the meat of this in August?

The other major challenge Seminar staff identified was to preserve flexibility in the collaboration between school system and University so that the culture and norms of each are respected. So far, Seminar staff in both counties have made the most of their deep ties to the local school system and to the University. The coordinators' substantial tenure in the system has allowed them to stay aware of school system expectations, priorities, and politics and to keep abreast of events on the school calendar that may affect Seminar scheduling and attendance.

One coordinator acknowledged the sensitivity and delicacy that playing the linking role between two institutions requires. This individual asserted that the seminar "is generally not in conflict with the powers that be. We are careful about it. We want to keep new teachers from getting double messages. We'd rather the messages dovetailed."

The founders' vision of the New Teacher Seminar was that of a teacher induction model based on collaboration between a local school system and the University. That collaboration was envisioned as a bridge linking preservice, inservice and graduate studies. Although staff regard the collaborative model as still emerging, The New Teacher Seminar appears a small yet hardy link between local schools and the University.

Appendices

This section contains a list of the 11 strategies for new teacher development identified in the report, and a list of case study informants.

APPENDIX A: LIST OF STRATEGIES FOR NEW TEACHER DEVELOPMENT

Abbreviation	Explanation
BUDDY	ASSIGNMENT OF "BUDDY TEACHERS" OR MENTORS
CONFERENCING	INTENSIVE CONFERENCING (i.e., in addition to routine supervisory conferences)
DEMONSTRATION	DEMONSTRATION OF INSTRUCTIONAL OR MANAGEMENT TECHNIQUES IN NEW TEACHERS' CLASSROOMS
INSERVICE	INSERVICE COURSES/SEMINARS/WORKSHOPS SPECIFICALLY FOR NEW TEACHERS
OBSERVATION	OPPORTUNITIES TO OBSERVE IN OTHER CLASSROOMS
ORIENTATION	GROUP ORIENTATION AT A CENTRAL LOCATION OR AT SCHOOL SITES
PLAN	USE OF INDIVIDUAL PROFESSIONAL DEVELOPMENT PLAN
RESTRICTION	RESTRICTION ON EXTRA RESPONSIBILITIES (e.g., supervising clubs, yard duty)
VIDEO	VIDEOTAPE ANALYSIS OF NEW TEACHERS' CLASSROOM PERFORMANCE
VOLUNTEER/AIDE	ASSIGNMENT OF INSTRUCTIONAL AIDE OR VOLUNTEER TO NEW TEACHERS' CLASSROOMS
WORKLOAD	REDUCED WORKLOAD (i.e., smaller class size, fewer preparations or fewer classes)

APPENDIX B: CASE STUDY INFORMANTS

Mr. Ron Albaugh
Dr. Charles Allen
Dr. Richard Arends
Ms. Bambi Atkins
Ms. Sally Ayers
Ms. Kimberly Barrett
Dr. Vivian Belcher
Mr. Richard Berzinski
Ms. Karen Biddinger
Ms. Veronica Blackwell
Mr. Bruce Bovard
Ms. Wendy Bruchey
Ms. Sherry Burcham
Ms. Judy Calhoun
Dr. Gwendoyln Cooke
Mrs. Paula Cottrell
Ms. Michaela Covey
Ms. Nanette Dalgleish
Ms. Carol Denniston
Ms. Donna E. diGrazia
Mr. Keith Duda
Ms. Nancy Dusza
Dr. George Eley
Ms. JoAnne Ellison
Ms. Gloria Ellsworth
Dr. Jeanette Evans
Ms. Dianne Farrell
Mr. Bill Ferguson
Ms. Terri Fewlass
Ms. Denise Folz
Dr. Harold Fulton
Mr. Steve Garner
Ms. Colleen Garrett
Mr. Richard Gerwig
Ms. Nancy Ghandi
Ms. Marci Gordon
Ms. Jacqueline Gott
Ms. Jackie Grabis-Bunker
Dr. James Greenberg
Ms. Laura Guthrie
Ms. Betty Hanyok
Dr. Katherine Henry
Dr. Richard Holler
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Dr. Thomas R. Howie
Mr. Robert Jeffries
Ms. Linda Johnson
Ms. Patricia Jones
Ms. Julie Joost
Ms. Joyce Keller
Mr. Richard Kelly
Ms. Jane Khaiyer
Ms. Beth Kobett
Ms. Carma Latvala
Mr. W. James Lawson
Mrs. Kathleen Lins
Dr. Frank Lyman
Miss Sharon MacDonald
Mr. Harry Martin
Mr. Lloyd Martinez
Ms. Phyllis Matthews
Mrs. Sandy McCullough
Ms. Landa McLaurin
Ms. Toni Milton
Ms. Paula Miller
Ms. Marci Mills
Mr. James Mitchell
Ms. Andrea Mohr
Ms. Kay Moore
Mr. Hal Mosser
Mr. Herman Murrell
Ms. Beth Myers
Mr. Ron Naso
Ms. Paulette Nixon
Ms. Janet Pfeil
Ms. Pamela Pond
Ms. Debi Prince
Ms. Mary Radcliffe
Ms. Minnie Reynolds
Mrs. Naomi Richards
Ms. Jennifer Riegger
Mr. E. Lloyd Robertson
Ms. Maxine Robertson
Dr. Julie Sanford
Mrs. Evelyn Schmidt
Miss Helen Schmidt
Mr. James Scofield
Ms. Betty Shiffman
Ms. Barbara Shulbank
Ms. Sandra Simmons
Mr. Stephen Singer
Mrs. Pam Slaughenhoupt
Dr. Nancy Smith
Ms. Rosa Snowden
Ms. Barbara Stuart
Mrs. Agnes Sturtz
Ms. Dana Thoman
Mrs. Eldon Thomas
Ms. Judy Thompson
Ms. Rosemarie Thompson
Ms. Susan Travetto
Dr. Eugene Uhlar
Mr. Eric Vanderveen
Ms. Suzanne Vanderwagon
Miss Lisa Westrick
Ms. Penny Whitman
Ms. Nancy Williams
Ms. Sheila Wilson
Mr. Alex Woole
Ms. Terri Zigler